Gerontology
Program Review

AY1314 through AY1819

Presentation: December 17, 2019

Be a GERONAUT

Portland Community College
Gerontology Program

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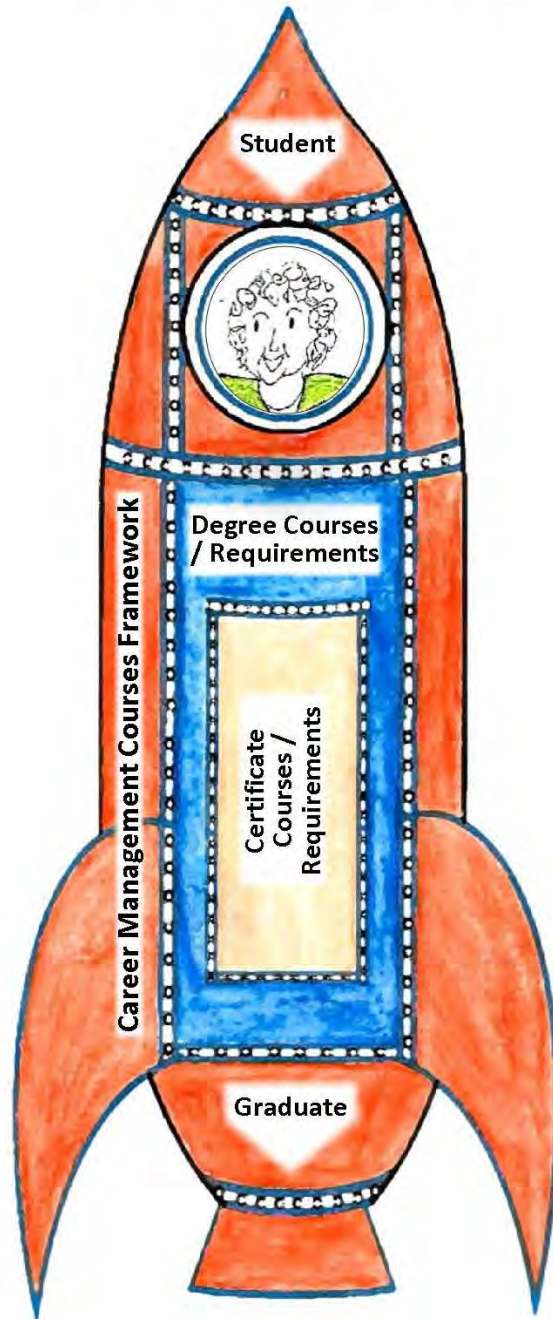michael.faber@pcc.edu
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The Gerontology Career Management Model for Our Students

ENTERING THE PROGRAM:
Students enter the Program at different levels of skills, knowledge, and understanding of what they want when they graduate.

BEGINNING OF THE PROGRAM:
We bring everyone into the same place of discovery with the Career Management Course *GRN181 Exploring the Field of Aging.*

As a CTE program we frame the Degree and Certificates in four Career Management Courses, focusing on students getting the most out of both Academic Learning and Practical Experience.

MIDDLE OF THE PROGRAM:
MEETING DEGREE AND CERTIFICATE REQUIREMENTS

ACADEMIC LEARNING / COURSES
Basic Competencies
General Education
Degree Program Required Courses *
Degree Program Elective Courses *

PRACTICAL EXPERIENCE / INTERNSHIPS
Career Management Courses:
GRN280A Internship
GRN280B Internship Seminar

* All courses for the Certificates are part of the Degree Program Requirements or Electives. See the All-in-One Sheet for details on how all the courses interconnect.

END OF THE PROGRAM:
When taking the last Career Management Course *GRN282 The Professional Seminar.* Students can develop more of their own unique career goals for after leaving PCC.

LEAVING THE PROGRAM:
Graduates typically focus on future plans to further their education, get work in the field of aging or start their own business.

Image labels: Student, Degree Courses / Requirements, Career Management Courses Framework, Certificate Courses / Requirements, Graduate

Preface

While not a graphic representation of progress through the program, the All-in-One Matrix provides details on the interconnection between the AAS Degree and the Career Pathways in terms of Required and Elective Degree courses that simultaneously apply toward certificate completion – all of which include intentional internships. The net result is a synergy of programs and people that support and nurture Student Success. *[See All-in-One PDF, APX 1-1]*

In the half decade since our last review, PCC's Gerontology Program's efforts have been recognized as a national and, recently, an international leader in the field of age-related education and career opportunities. In our 2014, review we announced that we had "*entered the unexplored, new frontier of unprecedented longevity*" Our team raised our "*We are Geronauts*" banner and proudly proclaimed that we were "*charting our Program's course for our next five-year 'Mission' to the year 2019.*" After touching down to refuel and reflect, we are confidently looking ahead and pleased to submit our 2019 Program Review report documenting the results of our 2014 mission as well as the course we are charting for our voyage to 2024. and are now pleased to submit our 2019 Program Review documenting the results of that mission as well as the course we are charting for our voyage to 2024.

Gerontology Highlights (2014 – 2019)

Throughout the last six years, Gerontology has continued to explore new directions in educating post-traditional students, providing empowering advising and mentoring, enhancing online learning, and exploring and then applying innovative approaches to enrich the quality of lives of older persons.

Highlights include:

- **Innovations in the Field:** Our team has developed curriculum and created experiential opportunities in areas such as advocacy across multiple sectors, cognitive activity design with a focus on music and the arts, and therapeutic horticulture that emphasizes the nature-neuro connection in a range of contexts.

- **Targeted Projects – Addressing Ageism and Flipping Mindsets:** We conducted a four-year campaign to End Ageism, developed a unique course on Ageism, explored ways to integrate age-education and ageism across the curriculum, and undertook The Flipping Mindsets Project which, in collaboration with PCC's Advising Redesign Team, will address the underserved needs of post-traditional students.

- **Our Overarching Goal – Enhancing Student Success:** Gerontology weathered the six years of declining enrollments by restructuring our schedule to reduce sections and merge content into fewer courses. These recent steps have already resulted in *increased headcounts per credit* (See Section 1) and substantially increased *completions of the Degree and Certifications* (See Section 7). To further enhance student completion in the future, our team acted by streamlining our certificates from seven to five, eliminating certain course requirements, creating new consolidated courses, and compressing the number of terms to completion (See Sections 3 and 7).

Acknowledgements

Because of all your efforts, the Gerontology Program's future is bright and, most importantly, our students will continue to thrive and achieve their dreams! Onward!

1

Section One – Program Overview

1A

- **Educational Goals/Objectives of Program**
- **Relation to international, national and professional program trends/guidelines.**
- **Changes in last 5 years – Changes expected in next 5 years**

Program Overview

PCC's Gerontology Program offers an Associate of Applied Science Degree in Gerontology, within which are five Career Pathways (less than one year) Certificates. We consider the Certificates to be within the Degree because all Certificate courses are a combination of courses required for the Degree and Program Elective courses. These electives provide specialized knowledge, skills and experience to prepare for careers within the highly diverse field of Gerontology. The Degree and Certificate each share the same framework, including Career Management Courses that guide students in connecting theory and research with practical applications they experience in intentional internships.

As detailed in the All-in-One Visual and Gerontology Process Flowchart, students can simultaneously or separately earn the AAS Degree and one or more of the five Career Pathways Certificates. All certificates combine Required and Elective courses for the degree. Gerontology courses are also integrated into Interior Design's Design for Accessibility and Aging in Place One Year Certificate, which includes 15 GRNx credits, and Exercise Science's Healthy Older Adult Fitness Career Pathway Certificate, which includes 20 GRNx credits.

The table below highlights the credits and terms required for completion and Financial Aid eligibility. *[See discussion in Section 7 for further discussion.]*

GERONTOLOGY AAS DEGREE INCLUDING FIVE CAREER PATHWAYS CERTIFICATES

PROGRAM	AAS	ADVOCACY	ADV BEHAV & COG CARE	ACTIVITY PROF	END OF LIFE CARE/SUPPORT	THER HORT ACT SPEC
MAJOR CODE	GREN	GRAV	GRCC	GRAP	EOL	THAS
# CREDITS	90	39	35	30	36	39
TERMS	6	3-4	3	2-3	3	4
ETP	Yes	Yes	Yes	Yes	Yes	Yes
FAFSA	Yes	Yes	No	No	Yes	No

Abbreviations: ETP = Eligible Training Provider, FAFSA = Financial Aid Eligible

[See APX 1-1: All-in-One Visual and APX 1-2: AAS Degree and Career Pathways Certificates].

Program Goals Overall

Our general program goals position us to meet specific goals – those for our Gerontology majors/graduates, for all PCC students and for PCC on a District-Wide/Institutional Level. Continued success is hinged on our ability to remain as relevant and connected as we have in the last 5 years. These program goals are to:

- Thrive as leaders in the field of Gerontology, with our applied perspective, integrating the GSA/AGHE Gerontology Education Competencies into our curriculum
- Engage proactively with emerging trends and challenges of aging including unprecedented longevity, increasingly diverse population-aging, dramatic evidence-based / age-related brain science research, and taking on ageism
- Sustain, grow and innovate curriculum and our degree and certificates which are responsive to current needs and desires of older persons, preparing our students with the requisite knowledge, skills and attitudes, and proactive in anticipating emerging challenges.
- Provide wrap-around advising, mentoring and supports in order to enable students to complete their degree and certificates and to be prepared, whenever applicable, to transfer to Bachelor- or Master-level education.

Gerontology Program Goals for Graduates (Our "Majors")

As described further in Section 4, program majors comprise nearly 100% of students enrolled in our GRN only courses and average 30% of our SOC-PSY/GRN courses[1]. Our goals for them beyond graduation are that they be:

- Employed / Educated / Credentialed Lifelong Learners
- Happy / Successful Optimal Agers
- Empowered by Self-Ownership of Passion / Action
- Engaged at the Emerging Edge of Culture Change
- Confidently practicing the knowledge and skills they learned through the applied focus of the AAS Degree and whichever of the five Career Pathway Certificates they earn

Gerontology Student Goals (Our "Students")

This group is comprised of the remaining approximately 70% of students in our SOC-PSY/GRN courses and a very small percentage of GRN only courses. For them we wish that they are able to:

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[1] In addition to our GRN courses, the Gerontology Program maintains four SOC courses and one PSY course, all related to aging. PSY236 has been under the Gerontology Program preview since 2018, and SOC223, 231, 232 and 233 since the inception of the Gerontology Program over 20 years ago.

- Adopt a life course perspective on the aging process, including their own
- Value age as an asset, not a problem
- See age as a key component of cultural diversity, equity and inclusion, and ageism as intersectional with other "isms"
- Become optimal agers and value optimal aging policies/practices as an essential dimension of PCC's core outcome of community and environmental responsibility
- Enhance their professional careers through awareness of how and why age matters

Gerontology and PCC at the Collegewide/Institutional Level Goals

- Implement age-friendly practices and policies aligned with the Age-Friendly University Global Initiative *[See APX 1-3 for details on the Age-Friendly Universities Global Initiative Principles and Section 8 A&B Recommendation for PCC to endorse AFUGI]*
- Consider age a core, intersectional dimension of PCC's Diversity, Equity and Inclusion efforts, and integrate consideration of ageism in meaningful and effective ways into PCC's procedures and practices related to faculty, staff and students
- Address the need to flip the mindsets of returning and encore students (what we call "post-traditional") from negative to positive *[See Summary of Flipping Mindsets Project, APX 1-4]*
- Adopt andragogy best practices in curriculum and teaching/learning.

1B
Summary of Changes as a Result of SAC Recommendations in the Last Program Review and in the Administration Response

Declining Enrollments? Yes, but . . .

The total number of students taking the core Gerontology courses significantly declined since AY1314, in the context of and roughly comparable to districtwide enrollment declines. But this decline pattern only tells part of the story. Analysis of Enrollment Patterns:

- Our General Education SOC-PSY/GRN courses reflect and align with districtwide enrollment declines.
- GRN only courses tend to have lower enrollments per section than enrollments in SOC-PSY/GRN courses. However, they produce a slightly *higher per credit headcount*, as GRN courses range from 1 to 4 credits (See Table, below). [2]
- Despite the total *headcount* decline in GRNx (GRN only and SOC-PSY/GRN courses combined), the *headcount per credit* has remained stable, averaging 9 students per credit over the last 6 years.
- Variations in total headcount of GRN only and SOC-PSY/GRN courses tend to balance each other year to year. The combination of GRN only (mostly Gerontology majors) and SOC-PSY/GRN courses (averaging about 70% non-Gerontology majors) provide the program stability and enables us to sustain specialized, applied, focal courses to Gerontology majors during periods of enrollment decline. In contrast, we have seen many Gerontology Programs around the country that have closed because of their inability to sustain these sufficient enrollment levels.
- Another advantage of having five solid Social Science General Education courses is two-fold: (1) The general PCC student body has the opportunity to learn about older persons and aging – a distinct

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[2] This *higher per credit headcount* is significant in terms of instructor costs as full-time instructors are required a minimum credit load and part-time instructors are paid by credit taught. Example: financially speaking, 32 students in a 4-credit course has the same instructor cost as 8 students in a 1-credit course.

enhancement for students in business, criminal justice, health and human services professions that serve people across the life span; and (2) Many non-Gerontology majors become interested in Gerontology as a field, and go on earn the AAS Degree and/or Certificates.

- It is also significant that despite the enrollment decline, completions of the AAS Degree and Certificates *increased* substantially in the last 5 years, compared with the previous 5 years, which was in contrast a period of soaring enrollment increases (See Section 7 for further analysis).

GRNx HEADCOUNTS PER CREDIT BY ACADEMIC YEAR

ACADEMIC YEAR / CREDITS / HEADCOUNT	AY1314 Headcount / Credit = HC/CR	AY1415 Headcount / Credit = HC/CR	AY1516 Headcount / Credit = HC/CR	AY1617 Headcount / Credit = HC/CR	AY1718 Headcount / Credit = HC/CR	AY1819 Headcount / Credit = HC/CR	SIX YEAR TOTAL Students Per Credit / Year Totals
GRN ONLY	1037 / 102 **= 10**	1052 / 96 **= 11**	940 / 97 **= 10**	872 / 101 **= 9**	933 / 117 **= 8**	684 / 76 **= 9**	57 / 6 **= 9.5**
SOC-PSY/GRN	802 / 92 **= 9**	676 / 80 **= 9**	578 / 72 **= 8**	538 / 76 **= 7**	683 / 88 **= 8**	672 / 88 **= 8**	49 / 6 **= 8**
GRNX TOTAL	1839 / 194 **= 10**	1728 / 176 **= 10**	1518 / 169 **= 9**	1410 / 177 **= 8**	1616 / 205 **= 8**	1356 / 164 **= 8**	53 / 6 **= 9**

*Abbreviations: **GRN only** = GRN-prefix courses, **SOC-PSY/GRN** = The 4 SOC and 1 PSY courses in GRN Account, **GRNx** = GRN only and SOC-PSY/GRN combined, **CR** = number of credits, **HC** = Headcount*

Gerontology Majors make up approximately 70% of the students in GRNx courses – ~100% of students in GRN only courses, and ~30% of students in SOC-PSY/GRN courses, as illustrated in the table below:

TOTAL HEADCOUNTS IN GRNx COURSES PER AY

GRN Only	1037	1052	940	872	933	684
SOC-PSY	802	676	578	538	683	672
Total Headcounts	1839	1728	1518	1410	1616	1356

EST. TOTAL GRN-MAJOR HEADCOUNTS IN GRBx COURSES PER AY

GRN ONLY COURSES = 100%	1037	1052	940	872	933	684
SOC-PSY GRNx COURSES = EST. 30%	241	203	173	161	205	202
Est. Total # GRN-Major Headcounts	1278	1255	1113	1033	1138	886

PERCENTAGE OF GRN MAJORS IN GRNx COURSES: 5 YEAR AVERAGE = 71%	70%	73%	73%	73%	70%	65%

The percentage of GRN Majors in GRNx courses ranged from a low of 65% in AY1819 to a high of 73% in AY1415, 1516 & 1617, averaging 71% over 6 years. Using a low estimate of GRN Majors in SOC-PSY courses of 30% and 100% majors in GRN only courses (there are a few non-majors in GRN courses, but the 100% estimate balances the low 30% estimate in SOC-PSY courses, which ranges from 25-50% from sampled courses). [The drop from 70% to 65% in AY1819 seems to relate to the cancellation of low enrollment GRN courses (GRN172, twice, GRN234 once, GRN265-266 twice) and not offering GRN175 and 181 in SU19]. *[See also Table: GRNx Headcounts Per Credit AY1314-1819.]*

HEADCOUNT OF STUDENTS IN THE GERONTOLOGY CORE COURSES

Legend:
- CORE COURSES: SOC **
- CORE COURSES: GRN
- CORE COURSES: PSY**, AD‡, PHIL

Year	PSY**, AD‡, PHIL	GRN	SOC **
05/06	0	153	310
06/07	78	169	332
07/08	75	146	338
08/09	218	438	470
09/10	339	624	613
10/11	456	823	769
11/12	351	971	890
12/13	463	1,073	928
13/14	377	1,037	802
14/15	258	1,052	676
15/16	261	940	578
16/17	242	872	538
17/18	95	933	683
18/19	76	684	672
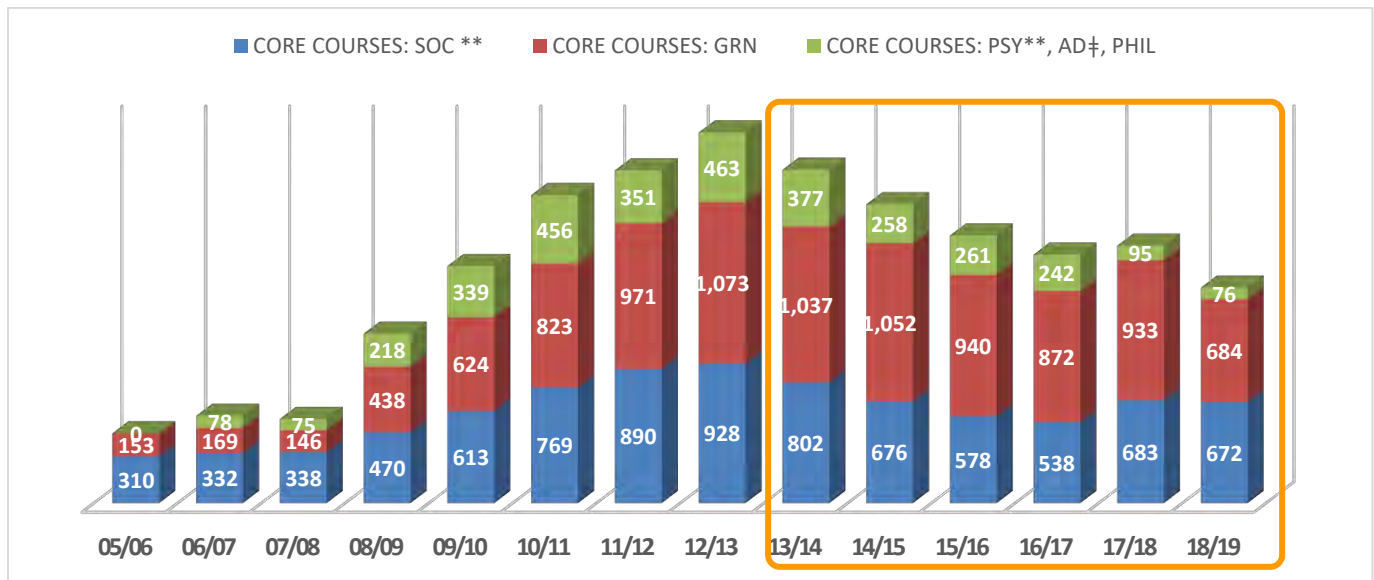
Response to Declining Enrollments and Efforts to Increase Completions

Changes to our curriculum and degree/certificates have continued to adapt to the changing needs of students, while also reducing the number of sections to ensure higher per course and credit enrollments, thereby reducing costs. These adjustments were made in response to the Administrative Response to the 2014 Program Review, which warned of the likelihood of a continued enrollment decline that had already started in AY1314, and which also called on the Gerontology Program to streamline and clarify the pathways for student completion. For further discussion of steps taken by the SAC, related to both enrollments and student completion, see:

- Curricular Changes in Degree Required Courses *[See Section 3 – Other Curricular Issues]*
- Reduction of Certificates from seven to five and Changes within Certificates to reduce the number of required credits *[See Section 3 – Other Curricular Issues]*
- Expansion & Changes to Advising and other Supports for Encore Learners, building on our earlier efforts to create Encore Learner Adaptations (ELAs), exploring Mindset strategies through an approach we dubbed "ELMO," Encore Learner Mindset Orientation, and culminating in our "Flipping Mindsets of Returning Students from Negative to Positive at the Front Door" Project, which was supported by a grant from the President's Fund for Excellence and took a districtwide approach in coordination with the PCC Advising Redesign Team *[See Section 3, Section 4, and a summary of the project in APX 1 B #]*
- Enhancements of Distance Learning options to strengthen interactive and collaborative learning. This is most recently illustrated by our adoption of Live-Stream and On Demand Video in our Gerontology Monday programming as well as in some optional class-meetings in online sections and required class meetings in hybrid courses *[See Section 3, Section 4, and Section 7]*
- Departmental adaptation to the loss of administrative and advising support through streamlining of advising and advising documentation, as well as work-study and student internships in the Gerontology office. While we have made adaptations, additional Advising Support is needed to enable the two full-time faculty members to provide quality advising to promote student persistence and completion and to address workload equity issues *[See Section 6C, Section 7, and Section 8B – Recommendation]*
- Increased focus on Completion and Gainful Employment *[See Section 7]*

[See APX 1B# for status on additional recommendations].

2
Section Two – Outcomes and Assessment

Introduction: Framework of PCC Gerontology Program Learning Outcomes Assessment
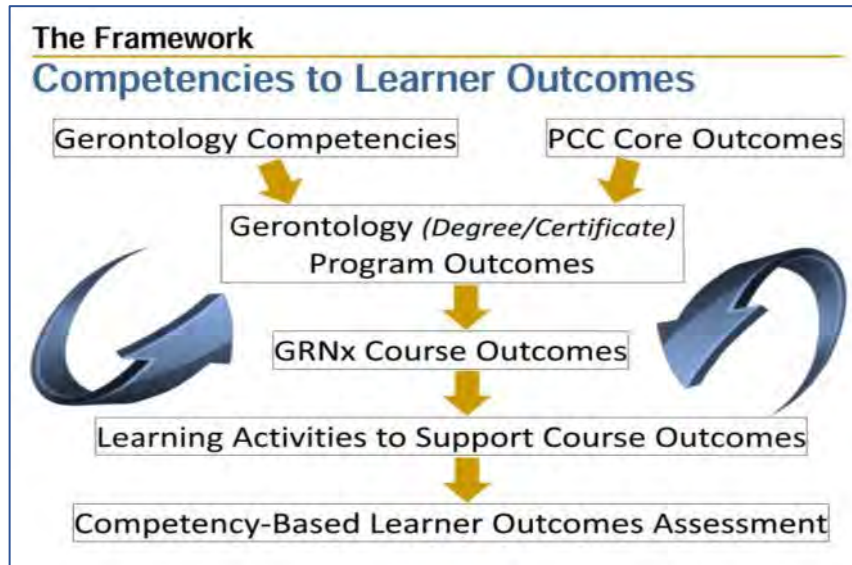
This introduction provides an overview of the Gerontology Program's comprehensive framework for Learning Outcomes Assessment, detailed in our first LOA Report in 2011 and refined in subsequent years. The most significant development has been the completion of the GSA/AGHE Gerontology Education Competencies (GECs)[3], which the PCC Gerontology Program is integrating into its LOA framework, starting with the AAS Degree and its core courses. This integration required aligning the GECs with the PCC Learning Outcomes Assessment on six levels, illustrated in the graphic above.

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[3] The Association for Gerontology in Higher Education adopted Gerontology Competencies, on November 20, 2014. A Workgroup of nine members from universities across the US, Canada and Netherlands, including Jan Abushakrah representing community colleges, worked collaboratively over the past two years to draft, vet, and finalize 18 competences in three categories: Foundational, Interactional, and Contextual.

The document, "AGHE Gerontology Education Competencies," lists *[See APX 2-1]*:

- 10 Core Competencies, comprised of Foundational and Interactional categories that are expected to be represented in all Gerontology Programs, and
- 8 Selective Competencies capture the most relevant skills for contexts of employment in the variety of sectors and areas that gerontologists may work, only some of which would most likely be represented in a particular program.

A second document, not included in the Appendix, "Organization and Framework for Gerontology Competencies," expands the 18 competencies into 3 columns, presenting the 18 Domains, Core Competency Statements, and Recommended Competency Content.

See also the article, "Gerontology competencies: Construction, consensus and contribution," (*Gerontology & Geriatrics Education*, 2019, DOI: 10.1080/02701960.2019.1647835), which Jan Abushakrah co-authored, on the iterative process of developing and vetting the competencies in consultation with academic programs and employers, and a discussion of how the competencies can be integrated into the curriculum and used for student learning outcomes assessment and program evaluation.

This alignment process involved syncing the Gerontology Program (Degree/Certificate) and Core Course Outcomes with discrete competencies, mapping the GECs with PCC Core Outcomes, Gerontology Degree/Certificate and Course Outcomes, and within courses, aligning Course Units (Learning Modules in D2L Brightspace), learning outcomes assessment strategies, learning activities, and course content. It also entailed developing rubrics for assessment of major course assignments or capstones. Most of this alignment and mapping effort has already been completed.
[See APX 2-2: Course and Program Audit & Mapping Processes.]

AAS Degree Outcomes Assessment for Technical Skills Assessment (TSA)
The Gerontology SAC's Course Audit for all core courses has been completed, with the exception of some revisions following recent curricular changes. We are now in the process of creating Competency Structures for each core Degree/Certificate course within D2L (either as graphics or utilizing the D2L software – we need to consult with D2L on this, as some of their software changes have been confusing). The goal is to ensure that the Learning Outcomes Assessment (LOA) framework is built into the learning experience for students, so they can track their own progress in achieving the Gerontology competencies. The core courses, SOC223 and SOC230 have already fully integrated the Competency alignment with Course Outcomes, so students are made aware of what they are learning, through Learning Module Introductions, and students also submit a self-assessment of their learning outcomes at the end of the course.

As this framework was being developed, we also introduced it in the Gerontology Homeroom[4], which is accessible to all students who have taken GRN181 Exploring Careers in Aging. A next step is to revise the Gerontology Homeroom to integrate all recent changes.

ePortfolios as Learning Outcomes Assessment Tool
Every term, Gerontology Majors are instructed to import their graded assignments to their ePortfolio. Once the Competency Structures or similar constructs are in place, student competency levels can also be imported.

We have introduced D2L ePortfolios into the Program's Career Management Courses, through ePortfolio Assignments that outline Presentations comprising components of student final Learning Outcomes Portfolio, which they complete for every Degree/Certificate they are earning.

We are gradually implementing this comprehensive, integrated LOA framework, while also focusing on the specific requirements of annual assessments for PCC and TSA.

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[4] As a reminder, the Gerontology Homeroom is a virtual space utilizing a D2L Course structure where students can access information on the Gerontology Program, internship details, ePortfolio instructions, and other Gerontology Program references 24/7/365. Students are allowed into the Gerontology Homeroom when they take the first Career Management Course GRN181 Exploring the Field of Aging. This helps give students continuity within the program no matter what degree / certificates the are pursuing.

2A

Course-Level Outcomes Examples:
– **Related to changes made in instruction**
– **To improve students' attainment of course outcomes**
– **Made as a result of assessment of student learning**

SAC Course Outcomes Review Process

At least yearly, the SAC conducts a Course Audit of all CCOGs, including Course Outcomes, that have been revised, to ensure that all Course Elements align with Course Outcomes and that all Course Outcomes align with PCC Core Learning Outcomes and the GECs.

The SAC implemented major curricular changes for some core courses based on the goals of improving student attainment of course outcomes and improving completion rates. The SAC also developed a new course focused on Ageism and took steps to address aging awareness and ageism in all core courses.

Curricular Revisions (Courses)

- Consolidated courses, by folding GRN 177 Arts & Cognitive Activity Design into GRN176 Cognitive Activity Design, and revised Course Outcomes accordingly.
- Combined two courses, GRN235 Introduction to Dementia Care and GRN236 Dementia Care Practice, into one 4-credit Course: GRN234 Introduction to Dementia Care & Practice, enabling all students to work through case studies and to gain applied knowledge and skills related to dementia care
- Combined two courses, GRN265 Activity Professional Training 1 and GRN266 Activity Professional Training 2 into one 3-credit course, GRN264 Advanced Activity Professional Training, aligning the Course Outcomes with the standards of a new credentialing center, NAAPCC (National Association of Activity Professional Credentialing Center).
- Revised the curriculum of the six core Horticultural Therapy courses, which included some revision of Course Outcomes and the addition of one credit to the introductory course, GRN267 Professional Therapeutic Horticulture in order to meet AHTA Accreditation Standards
- Made other minor changes in all four Sociology/Gerontology courses (SOC223, 231, 231, and 232) to update student outcomes to conform with current PCC curriculum standards
- <u>Created a new Course</u>: GRN201 Understanding and Ending Ageism was introduced as a new 2-credit course. The development of the Ageism course grew out of our Ending Ageism Campaign and subsequent projects to integrate a focus on aging awareness and ageism across our curriculum. The course adopted a collaborative learning approach with student capstone projects that propose innovative practices or policies to counter ageism.
- Related to the ageism focus, Gerontology faculty were encouraged to address aging awareness and ageism within their courses. In particular, Jan Abushakrah introduced qualitative Pre- and Post-Surveys related to age and ageism into her SOC223 Sociology of Aging and SOC230 Introduction to Gerontology courses, a process that will soon be introduced into other Gerontology courses.

Addressing College Core Outcomes
The Gerontology Core Course Outcomes Mapping matrix is posted in Curriculum Dept section of Spaces. *[See APX 2-3]*

2B

Assessment of Degree and Certificate (CTE) Outcomes:

The table below illustrates the alignment of PCC Core Learning Outcomes with the GSA/AGHE Gerontology Education Competencies (GECs). This framework guides our Learning Outcomes Assessment and Technical Skills Assessments efforts.

PCC Core Learning Outcomes compared to GSA/AGHE Gerontology Education Competencies

LO	Core Outcome (from PCC)	GEC	Gerontology Education Competency (from GSA)
C	Communication	II.3	Communication with and on behalf of older persons
C&ER	Community and Environmental Responsibility	II.4	Interdisciplinary and Community Collaboration
CT&PS	Critical Thinking and Problem Solving	I.1 I.2 I.3 I.4 I.5 I.6	Frameworks for understanding human aging Biological Aspects of Aging Psychological Aspects of Aging Social Aspects of Aging The Humanities and Aging Research and Critical Thinking
CA	Cultural Awareness	I.4	Social Aspects of Aging
PC	Professional Competence	II.2	Ethics and Professional Standards
SR	Self-Reflection	II.1	Attitudes & Perspectives

[See APX 2-4 for all Gerontology Program (Degree & Certificates) Learning Outcomes].

Highlights of Program (Degree/Certificates) Assessment, 2013-2019

[See APX 2-5 for Log of Learning Outcomes Assessments reports, 2013-2019. Links to all reports are posted in the Curriculum Department section of Spaces.]

AAS Degree Assessment Design: We conducted an Audit of all the Required Degree Courses in terms of their alignment with the Gerontology Education Competencies, which had already been aligned with the PCC Core Learning Outcomes. We then conducted the Degree Audit, combining the required course audit levels to align with each of the Degree Outcomes. [Note: we previously had only three Degree Outcomes, which have now been reformulated to four outcomes for the AY1920, for which we will need to conduct a new Degree audit].

Technical Skills Assessment Reports: Our framework for PCC Learning Outcomes Assessment was utilized for two TSA Reports on AAS Degree Graduates in 2018 and 2019. These reports utilized three assessment tools:

- The Life Stories Project from SOC223 Sociology of Aging, using a rubric to rate student level of achievement for 3 outcomes that are aligned with the Course Outcomes.
- The Applied Research Project from SOC230 Introduction to Gerontology, using a rubric to rate student level of achievement for two outcomes aligned with the Course Outcomes.
- Student Internships, Supervisor Evaluations, Instructor Assessment, and student Self-Assessment of the achievement of Learning Objectives defined by the student in collaboration with the Site Supervisor.

AAS Degree TSA Results**:** The two TSA reports indicated that all students were successful in meeting the baseline level of 2 (Basic demonstration and application of knowledge and skills), with the majority achieving the 4 level (Demonstrates thorough, effective and/or sophisticated application of knowledge and skills).

Gerontology Certificate TSA Plans: We have made significant progress in conducting our Certificate Audits, which document the alignment of course and certificate outcomes both with the Gerontology Education Competencies (GECs) and PCC's Core Learning Outcomes (CLOs). We expect to complete that audit by the Summer of 2020, when we will submit our next TSA Report, this time to PCC's Curriculum Office, rather than to the State. The delay in completing this audit is due to the major curricular and certificate changes in the last year. We will follow the process we utilized for the AAS Degree TSA report, by selecting key capstone projects from core courses and internships as our assessment tools.

Overall Assessment Cycle Evaluation: Our focus on the AAS Degree assessment has successfully documented student success in achieving PCC's Core Learning Outcomes, requiring only minor changes in the rubrics and processes used. Based on this experience, we expect to submit TSA Reports on all five certificates by Summer 2021.

[See Section 7E for changes to the Degree and Certificates made as a result of our Program Outcomes Assessment in order to enhance student completion and career success. See also Recommendations to SAC & Administration, Section 8A & 8B.]

3 Section Three – Other Curricular Issues

3A   Enrollments[5]

The following table provides a 6-year overview of Gerontology (GRNx) enrollments, including academic year and overall totals of Headcount, FTE, Number of Sections and Number of credits. See also GRNx Headcounts Per Credit by Academic Year that breaks down GRN Only courses and SOC-PSY/GRN courses. *[See Section 1]*

GRNx HEADCOUNTS, FTE, SECTIONS, CREDITS PER YEAR, 2013-2019

AY YEAR	HEADCOUNT	FTE	SECTIONS	CREDITS
1314	1839	131	74	194
1415	1728	122	68	176
1516	1518	111	67	169
1617	1410	129.4	70	177
1718	1616	130.6	74	205
1819	1356	113	58	164
6-YEAR TOTALS	**9467**	**737**	**411**	**1085**

Enrollment Trend Analysis

- The 6-year trend shows a gradual decline in headcount, with a rise in 1718, and decline in 1819 to just below the 1617 level. FTE declines through 1516, with a rise in 1617 and 1718, followed by a decline in 1819 to just above the 1516 level.

- The GRNx enrollment decline reflects the collegewide decline in the same period.

- On the other hand, the GRNx Headcounts Per Credit by academic year demonstrates a remarkable stability, averaging 9 students per credit, with GRN only courses outperforming the SOC-PSY/GRN courses. This stability was result of strategic scheduling of course sections to lower costs, while ensuring students were able to graduate in a timely manner.

Looking Forward

- The SAC believes that the curricular changes introduced particularly in the last year, together with increased coordination with employers, through our Advisory Teams and collaborative projects, will result in both higher enrollments and higher completion rates. *[See Sections 4 and 7 for more details on those efforts].*

- The SAC is also encouraged by PCC's commitment to Outreach and Recruitment to Post-Traditional students and plans to coordinate outreach and recruitment efforts with the newly hired District Director and Sylvania Campus Recruiters, since the vast majority of our students are Post-Traditional. *[See Section 4 on student demographics].*

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[5] Because GRN and the SOC-PSY/GRN courses are reported through 3 departments, Institutional Effectiveness (IE) created a special GRNx Profile for us. Since the IE data only covered through AY1718 and was not presented in an easy format to manipulate, Kelly Novak provided us Argos Enrollment Data AY1314 through AY1819, in a form we could organize in a better format to inform our interpretation of the Gerontology Enrollment Trends (including FTE & Headcount, a breakdown between GRN only courses and SOC-PSY/GRN courses , with the addition of number of sections and number of credits for each category). There were slight calculation differences, most likely as a result of the Argos data being end of term, and IE data being 4th week, but the trends were roughly the same.

3B

Grades for Courses – Patterns, Trends, and Implications for SAC

Grades: The grading patterns in our courses don't reveal any disturbing patterns or trends. The GRN courses tend to have high pass rates, with the majority A grades, a pattern that reflects the dedication and passion with which our Gerontology majors approach their education. Similarly, the SOC-PSY/GRN tend to have high pass rates, with the majority of grades being As and Bs. Some GRN courses and most SOC-PSY/GRN courses have some Fs (between 5 and 15%), which usually indicates students who were unresponsive to repeated Course Progress Notes, in addition to occasional instances of students who have experienced personal or familial health crises or other hardships. We always encourage such students to apply for hardship appeals.

Withdrawals: The majority of students who opt for withdrawals report life-changing events, usually related to personal and familial health or living situation problems that precluded their ability to complete a majority of their assignments to qualify for an Incomplete. We again work with those students to urge them to apply for a hardship tuition appeal, and most of those appeals are successful. We also refer students to resources that can help them to establish sufficient stability to continue their education.

Incompletes and CIPs: A Course in Progress (CIP) grade for internships is common, given the difficulties of syncing the internship experience with academic terms. The granting of Incomplete grades for students meeting the ~75% completion standard is also common, and the vast majority of those students succeed in finishing the course within the one-year timeframe.
[See Sections 1, 4, 7 and below in this section for more on the wrap-around support and empowering advising we provide students in our courses, particularly for Gerontology majors].

3C   Online Learning

Gerontology Program and Online Learning Overview
The Gerontology AAS Degree and Certificate introduced an entirely online option from AY0506. This was as deliberate choice to assist Encore Learners who typically have too many outside obligations (family care, work, health) to attend class regularly on campus. Recognizing the technology challenges older learners confront, however, we also developed online enhancements including blended courses (online and class-web course sections combined), peer mentors, online learning guides, and over-the-shoulder assistance to complement the Student Helpdesk. As we developed six new Certificates, we strove to keep the online credit percentage high, and offered substitutions for comparable courses or Non-Traditional Credit for alternative training from non-accredited institutions, whenever possible. With the loss of peer mentor funding and other scheduling changes that precluded combining online and class-web sections, we have adopted other approaches to ensure student success.

Over the last few years, as we have modified and streamlined our certificates from seven to five, we have continued to provide enhanced online-learning options. It is now possible for students to earn the AAS Degree and four of our five Career Pathways Certificates entirely online. The fifth certificate –

Therapeutic Horticulture Activity Specialist – is currently comprised of 39 credits, 22 (56%) of which are entirely online and the remaining 17 credits are hybrids, including a 3-credit course with 4 evening class meetings and 14 credits with limited on-campus Friday night/Saturday class meetings enhanced with some online streaming options.

Addressing Challenges with Enhancements to Online Learning

- To address the initial learning curve of online learning particularly for post-traditional students, the SAC has implemented many formal and informal interventions, including over-the-shoulder supports in our office, and two or three Computer Labs each term providing one-on-one support for basic computer functions and D2L Brightspace processes. We also refer students to basic computer training when needed and are grateful that CIS has offered these options.

- We continue to explore additional ways to support new online students. GRN175 The Aging Mind and GRN181 Exploring the Field of Aging – two courses that students usually take in their first term – incorporate in-class sessions that are live-streamed and video-recorded, over-the-shoulder support, and other interventions to help students learn how to navigate in D2L Brightspace. Several other courses also utilize 2 to 4 On-Campus/Live-Stream/On-Demand Video-Recorded class meetings. These include the two Activity Professional courses (GRN165 and 264), all four of our Sociology courses (SOC223, 230, 231, 232), and the hybrid THAS courses. Beginning in the Winter and Spring 2020 terms, livestreaming will convert to Zoom conferencing with storage in Kaltura, which will allow for greater utilization, including from an instructor's own computer.

- Other online learning enhancements include pre-recorded YouTube videos, Zoom-conferencing for individual student-instructor interactions, small group collaborations, and full-class meetings recorded for broader student access; audio messaging, and instructor interviews with experts in the field.

3D

SAC Curricular Changes via Exploring/Adopting Educational Initiatives

The Gerontology Program is highly supportive of educational initiatives that enhance our student learning and completion. Below are examples of initiatives we have explored:

Collaborative Inquiry: Jenny Sasser uses a collaborative inquiry approach in GRN201 Understanding and Ending Ageism.

Internationalization: Florence Spraggins incorporates international components into PSY 236 Psychology of Adult Development and Aging, as does Jan Abushakrah in SOC223 Sociology of Aging and SOC230 Introduction to Gerontology. All of our core courses draw on and feature international research.

Community-Based Learning: Jan Abushakrah requires a 12-hour Community-Based Learning assignment in SOC223 and SOC230. Mike Faber includes field assignments in SOC232 Death & Dying and GRN 234 Introduction the Dementia Care & Practice. Roger Anunsen's GRN 176 Cognitive Activity Design requires a demonstration project in a long-term care or community program. GRN181 Exploring the Field of Aging requires informational interviews and field visits. Melissa Bierman's core horticultural therapy courses require field visits and volunteer work. The AAS Degree and all five certificates require intentional internships.

Age and Ageism Across the Curriculum and Flipping Mindsets: In addition to the new course GRN201 Understanding and Ending Ageism, we address age as a dimension of diversity and ageism in all of our courses, with some courses integrating pre- and post-qualitative questionnaires on student attitudes toward their own aging, their relationships with persons, and their experience with ageism – a practice we are planning to extend to additional courses.

GRN175 The Aging Mind explicitly focuses on the differences between immature and mature minds and the power of flipping to a growth mindset. Other courses address cognitive and brain health and the design of cognitive activities for older persons.

[See Sections 1 and 2 for more on these initiatives]

3E   Courses Offered as Dual Credit at area High Schools

Through a Perkins Development Grant (AY1617), we conducted extensive outreach to area high schools and participated in PCC's Outreach and Recruitment efforts. Despite reaching literally hundreds of high school students, teachers and counselors, and conducting follow up discussions with teachers and counselors on how gerontology might be introduced into high school curriculum, we were not able to implement any dual credit arrangements. Our faculty do occasionally speak to high school classes, usually health courses, and we have welcomed some high school students into our classes at PCC. *[See further discussion in Section 7].*

3F

Use of Course Evaluations by the SAC / SAC Specific Questions

Course Evaluations Use by SAC and SAC-Specific Questions
We use SAC specific questions in all GRN courses. The SOC courses under Gerontology administration also include Instructor specific questions developed by Gerontology. The SAC Specific questions recently updated/added by our SAC include:
- The content of this course provided useful information.
- For online learning did group cohorts or discussions assist with learning?
- Was the class reading material interesting and up to date?
- Did you ever contact the instructor for help or guidance? If so, was it helpful? Were your concerns best resolved via email, phone or in person?

We have also updated Instructor Specific Questions in on-campus and hybrid courses that use live-streamed content including: GRN165, GRN175, and GRN176, GRN181, and 264, as well as all HT courses (GRN267-272), and SOC223, SOC 230, SOC 231, and SOC 232:
- How many optional in-class meetings did you attend in-person or by live-stream?
- I took advantage of in-class, live-stream, and/or video recorded course content and found it worthwhile.
- I was provided with interactive opportunities such as guest speakers, or field trips outside of the online environment. If so, did you find them worthwhile?

[See APX 3-1 to view all current approved SAC and Instructor Specific Questions]

Sharing results of the SAC-specific questions among SAC members

Each member of the SAC has access to their specific student evaluations for review, and the department chair and SAC chair have access to this information to use for PT instructor assessments and course evaluation and improvement.

Course Evaluation Results Use at the Course and Program Level

Student evaluation data are useful in the ongoing review and improvement of GRN courses, degree and certificates. This information has helped, in part, to guide our decision-making resulting in a variety changes including:

- The introduction of Live-Stream/On Demand Video components to several courses

- Increased use of OER and other free online learning resource materials in our course

- Improved online course formatting and updated content

- The combining of courses for improved student learning, and streamlining of course requirements related to several of our certificate programs (e.g., GRN 265 Activity Professional Training I and GRN 266 Activity Professional Training II were combined into one 3-credit course GRN 264 Activity Professional Training as part of a major revision of the Activity Professional certificate program from three separate certificates into one; and GRN 235 Advanced Care Issues and GRN 236 Advanced Care Practice were combined into one 4-credit course, GRN 234 Introduction to Dementia Care and Practice. This was done to ensure that students were getting both the important dementia care information and the applied component necessary for in the practice of dementia care.)

- Changes made to streamline and improve the Activity Professional, and Therapeutic Horticulture Activity Specialist certificates.

4 Section Four - Needs of Students & Community

Student Needs and Community Overview

Gerontology is all about aging, so it is not surprising that our curriculum is informed by and addressed to a student demographic that is significantly older than the general PCC student population. Beyond curriculum, our Program continues to address the needs of post-traditional learners within our program and collegewide, by implementing best adult learner practices and creating even better practices for older or, as we've lauded them, encore learners.

4A Instruction Informed by Student Demographics

Gerontology Students[6]

The majority of GRNx students are white/non-Hispanic women, degree-seeking, and post-traditional in terms of age. Roughly 40-50% of GRNx students attend fulltime, with the other 50-60% split between half and part time. In other words, the Gerontology student is roughly comparable to the PCC student, with the important exceptions of gender and age.

Race/Ethnicity: The percentage of white Gerontology students has decreased over the last six years, from 68.3% to 62%, but remains 6 percentage points higher than the PCC collegewide percentage. Similarly, Gerontology's rate of non-White and Hispanic students has increased from 24% to 31.3% between AY1314 and AY1718. We are concerned by our low race/ethnicity diversity, which is lower than the general PCC profile, but comparable to Distance Learning students, and we continue our outreach through our community partners, particularly in long-term care and aging services, to attract frontline employees to pursue Gerontology education to advance up career ladders in the field. We hope that our connections and collaborative projects with direct care workers and family caregivers will result in greater student diversity.

Gender: About 75% of GRNx students and 80% of GRN Only students identify as female, in contrast to the collegewide pattern of 54% female and 46% male. This gender ratio, particularly of GRN Only students, reflects the workforce ratio in the traditional areas of aging services and long-term care, and likely reflects societal assumptions or stereotypes toward older persons as in need of "care," and thus a "woman's issue."

Age: Gerontology students stand out most significantly from the general PCC student population – again, perhaps not surprisingly – in terms of age. Gerontology students are older, as reflected in the

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[6] The terms **"Gerontology Students"** and **"GRNx Students"** refer to students enrolled in GRN prefix courses plus the four Sociology and one Psychology courses (**SOC-PSY/GRN**) that are part of the Gerontology core: SOC223, SOC230, SOC231, SOC232, and PSY236. The term **"GRN Only Students"** refers to students enrolled in GRN prefix courses. The term **"Gerontology Majors"** refers to students who have declared the AAS Degree or any of the five Gerontology Certificates.

percentage of older students in each post-traditional age category (25 and older). The table below illustrates the significant differences between GRN only, GRNx and collegewide students:

Age Category	GRN Only Students	GRNx Students	Students Collegewide
Traditional (24 & younger)	15%	29%	53%
Post-Traditional (25 & older)	**85%**	**71%**	47%

Even more dramatic are differences in the oldest categories: District students 40 and older average 12% of the total student population, while GRNx 40+ students average 28% of Gerontology students. GRN only students in the 50+ category average 29%!

The age demographic of Gerontology students, what we call "encore learners," who are returning to school after many years and even decades in or out of the labor force, presents a unique challenge to our Program, both in how we teach our courses, advise students and generally provide them the wrap-around support they need to succeed. How we have approached this challenge is described below under Encore Learner Supports, and elsewhere in this report.
[Especially see Sections 1, 3, and 7, as well as recommendations in Section 8.]

Gerontology Majors
The Gerontology Majors constitute roughly 70% of GRNx students (See detailed Table in Section 1B). The following table indicates the number of declared major in the Fall 2019 term, excluding students graduating in the fall term:

Current Gerontology Majors – Enrolled F19 and W20 as of 12.3.19

Total Students	AAS Degree	Activities	GRAB/ GRCC	GRAV	THAS	+ HT - undeclared
93	38	11	11	19	12	8

Data source: Banner Majors search by Weeze Herr, 120319. Totals include all students (unduplicated) not graduating in Fall 2019. Abbreviations: AAS Degree, Activities = Activity Assistant, Director, Consultant and new Activity Professional Certificates, GRAB/GRCC = Advanced Behavioral & Cognitive Care Certificate, Pre and post-Fall 2019, GRAV = Advocacy Certificate, THAS = Therapeutic Horticulture Activity Specialist Certificate, HT = all horticultural therapy students who have not yet declared a major.

The other 30% include students falling into these categories:
- Students taking one of the Gerontology SOC courses to meet General Education and Cultural Literacy requirements
- Students taking specific courses for certification or employment qualification purposes
- Students earning the Healthy Older Adult Fitness (HOAF) and Design for Accessibility and Aging in Place (DAAP) certificates which include many GRNx courses
- Students taking any number of courses out of general interest or to enhance their career interests in fields such as healthcare, social services, criminal justice, law and business. We expect to see an increasing number of Human Services majors taking Gerontology courses, as enrollments in that program increase.

Encore Learner Supports

In response to the Gerontology Student and Major demographic we experienced early in our Program's development, and what we then saw as a trend toward older student enrollments at PCC generally, the Gerontology Program proposed and played a leading role in implementing the 2006-2007 PCC Taskforce on Aging, which held district-wide conferences featuring national experts, conducted research, and issued two publications in 2007 – one on workforce trends (*Oregon Gray Matters: How Will Older Workers Help Fill Oregon's Workforce Demand?*) and the other on the results of a survey of PCC students 40 and older (*Boomers Go to College*). Unfortunately, for a number of reasons, the recommendations of the Taskforce, particularly those focused on recruitment, work preparedness, and support for retention and completion for older students were not fully implemented, with the failure to establish a district-wide Steering Committee.

The Gerontology Program itself did, however, introduce several supports for older learners, in part through grants from Encore.org and the AACC Plus 50 Encore Completion Program, implementing where possible the best practices of these and other leading organizations promoting encore learners and encore careers. These included the ELAs: Encore Learner Adaptations and ELMO: Encore Learner Mindset Orientation supports. See also our End Ageism Campaign (2016 ongoing), Age and Ageism Across the Curriculum (1718), and the President's Fund for Excellence Project (1819), "Flipping Returning Student Mindsets From Negative to Positive at the Front Door," which together shifted our focus to a districtwide effort to address ageism and implement proactive, empowering advising and supports for encore learners.
[See discussions in other sections of this report, especially 1, 6 and 7, as well as our Recommendations in Section 8].

4B Strategies Used to Facilitate Access for Students with Disabilities

Flexibility and access are hallmarks of our encore learner supports and commitments. Older learners, including those with disabilities, consistently report that they feel at ease and supported by Program faculty as well as by other students and program alumni. Students are welcome to use our extra office computer, where we also provide some one-on-one support.

The vast majority of our courses are online and must meet Accessibility Standards before ever being approved and offered to students. We also adopt only fully accessible textbooks or readable PDF formats for students using voice-readers. We work closely with Disability Services on individual student accommodations and on securing the math waiver for students with math disability. A total of 696 total student accommodations were handled by our faculty during a 5-year period (Fall 2014 through Fall 2019), and 7 Gerontology AAS Degree seeking students were also approved for the math waiver (and substitution of PHL 191) during this same time period.

4C Strategies to Facilitate Online Student Success

The success of students in our program is of upmost importance to us. To this end, we have implemented a wide range of targeted strategies to help facilitate success for the online students in our programs. These include:

- One-on-one computer training sessions are offered by GRN staff in partnership with Distance Learning, at the beginning of fall through spring terms, for students needing help to successfully utilize the D2L Brightspace platform which is used to deliver course content.
- Gerontology Mondays programming every Monday evening fall through spring terms as a way for students to connect with faculty, fellow classmates and Program alumni, as well as learn from faculty, guest speakers, panels about aging-related issues, community resources, and crucial career pathways information.
- Full-time and part-time GRN instructors offer optional classroom sessions for students wishing to participate in a live classroom environment. These classes are also live-streamed and video recorded for students who are unable to participate in-person.
- Live stream, video recording and productions, video/audio communications, and Zoom conferencing are used in most of our classes to enhance student connectedness and success.
- Faculty advise and hold office hours in-person and online, and by Google Meet or Zoom.
- Several courses use OER and other online resources, reducing costs and increasing student use.

[See also Section 3C on curriculum, on courses offered online]

4D

Feedback from Students, Community Groups, Transfer Institutions, Business, Industry or Government Used to Make Curriculum or Instructional Changes.

As a CTE Program, feedback from these constituencies and collaboration with them are built into our program in multiple ways, described throughout this report, with respect to curriculum and certificate development, educational and training opportunities for our students (including transfer agreements), internships and job opportunities.

Our general community partner database includes some 150 persons working in a variety of government agencies, private businesses, long-term care communities, non-profits, coalitions, as well as individual entrepreneurs.

Our internship database is comprised of 40 current and recent sites many of which provide internship experiences for multiple students. This database is being expanded as a result of our AY1819 Perkins Development Grant, which resulted in the addition of three horticultural therapy partner sites, including a mental health, community garden and long-term care garden design and programming opportunities; six long-term-care and day-care sites providing opportunities for cognitive activity design and programming; and several long-term and memory care sites for activity professionals.

We have a third list of approximately 30 organizations that may occasionally provide internships, but also provide trainings, workshops, volunteer opportunities and other resources for students to develop their professional profile.

[See Section 7 for more information on Advisory Teams, other community partnerships, relationships with higher education institutions].

5   Section Five – Faculty

5A   Faculty Information

Quantity and quality of the faculty needed to meet the needs of the program/discipline
As a CTE and transfer Program, offering both core Gerontology and applied, specialized courses and career pathways certificates, Gerontology needs a strong foundation of faculty with Gerontology Masters or Gerontology concentrations within related disciplines, as well as instructors with extensive applied experience and required education and certifications within specialty areas.

The Program has 30 unique GRNx courses (25 GRN, 4 SOC, and 1 PSY). They are all taught on a regular basis, 1-4 times annually. This requires a mix of full and part-time instructors to teach the core Degree/Certificate and elective courses. *[See APX 5-1: Faculty, courses taught, and relationship to the program's degree/certificates.]*

Full-Time Faculty: The Program currently has two full-time faculty members, one with a Ph.D. and one with a Master-level Degree. The Faculty Department Chair has a .5FTE release.

Part-Time Faculty: Current PT faculty include one Ph.D. and 8 Master's degrees with the others having RN, JD and graduate work towards a Master's. Most have additional certifications required for their work, training and instructional roles. Most importantly, they are all working in their specialty areas, providing students with (a) an applied perspective, (b) networks, including internship sites and potential employment opportunities, and (c) a professional role model and potential mentor.

Extent of Faculty Turnover: The second full-time faculty was hired in Fall 2015 after a 2+ year vacancy in this position. Since that time there have only been two PT faculty resignation due to retirement. Four new PT faculty (two of which are only occasional PT instructors hired to teach a section of GRN237-239) since our last program review in 2014.

Extent of reliance upon part-time faculty: Part-time faculty currently teach 103 of the total 192 GRNx course credits offered in a typical year (or 54% of the total credits), so the current reliance on PT instructors although significant, is definitely lower since the hiring of a second FT instructor. Except for the instructors of a few courses that do not require a Master's Degree, the educational and experiential backgrounds are roughly comparable that of FT instructors.

Diversity of Faculty Composition: The current faculty composition represents diversity in terms of gender (10 women, 4 men), and in terms of age (the majority being 40 and older), thus reflecting the Gerontology student demographic). While all current instructors are white, to a large extent that reflects the qualified hiring pool in the field, a serious issue that is beginning to change, and which the Program is committed to address. Gerontology faculty professional experience and training, however, demonstrate cultural competency and a commitment to Diversity, Equity and Inclusion, as do their experience and professional development involvements at PCC. [See APX 5-2: Faculty Profiles]

5B SAC Changes in Instructor Qualifications

The Gerontology Instructor Qualifications are complex, reflecting the diversity of course offerings, required by the 5 current (previously 7) certificates and required or elective for the Degree. There are 14 different IQs for the 30 regularly taught courses. The Instructor Qualifications for the four Sociology and one Psychology courses are also part of the Sociology and Psychology IQs.

Changes in the Instructor Qualifications over the last five years occurred for the following reasons:

- GRN 131 Hospice Basics was deactivated in 2019, based on a change in college policy. This had been a one Credit for Prior Learning (CPL) that students received after completion of hospice volunteer training through a program certified by the National Hospice and Palliative Care Organization. Students are now required to complete hospice volunteer training on their own in order to earn the End of Life Care and Support certificate.

- In 2019 GRN 265 Activity Professional Training 1 and GRN 266 Activity Professional Training 2 were combined into one new course GRN 264 Activity Professional Training as part of a major revision of the Activity Professional certificate program from three separate certificates into one.

- In 2017 GRN 235 Advanced Care Issues and GRN 236 Advanced Care Practice were combined into one 4 credit course, GRN 234 Introduction to Dementia Care and Practice. This was done to ensure that students were getting both the important dementia care information and the applied component necessary in the practice of dementia care.

- In 2019 GRN 177 Arts & Cognitive Activity Design was deactivated, with the content folded into GRN176.

- Instructor Qualifications were added for the new GRN201 Ageism course.

- Some IQs were revised to reflect better the combination of education and experience required to teach the courses.

[See APX 5-3 for full IQ revision document]

5C

Professional Development Activities

Gerontology instructors are outstanding in their ongoing and enthusiastic participation in an amazing array of professional development activities, both within PCC and within their specialty areas at local, state, national, and in some cases, international level.

Here is a brief indication of the ways in which some of these activities have contributed to the strength of the Program, and some examples of how these activities have resulted in instructional and curricular changes:

At PCC: Gerontology faculty members have over the years showed strong participation in the various cultural competency/diversity trainings and served on/or participated in:

- Sylvania Diversity Committees
- Illumination Project
- Learning communities

- Authentic Assessment and Learning Outcomes Assessment
- Anderson Conferences
- In-Service workshops as participants and presenters
- Online Learning, including: Quality Matters, Online Consortium, Video Boot Camps, ePortfolios Workgroup, Collaborate, Zoom, Camtasia, Accessibility training, and more

Faculty have received five Professional Development grants over the last five years to support course revisions and certificate updates and other program projects and improvements. They have also received grants to support attendance and presentation at national gerontology conferences. With funding from the President's Fund for Excellence (1819) the Gerontology Program received funds to create and implement the Flipping Mindsets Project. Along with our student club (Ageless Network), the Program also received two ASPCC District Student Council grant awards designed to educate the PCC community regarding the existence of Ageism including personal and institutional biases and ultimately work toward its end.

These PCC funding opportunities together have resulted in:
- Improved online course formatting and content
- New online course development (GRN 201 Ageism)
- Streamlined certificate programs (Activity Professional and Horticultural Therapy) that better meet the needs of students and require fewer overall credits to complete
- Improved advising, advocacy, and support for post-traditional learners in our program and throughout the college
- Better educated and age-sensitive faculty and staff within the college community

Outside of PCC: Gerontology instructors have participated in an impressive range of professional association conferences, led or participated in workshops and intensives, and served as program/conference chairs or co-chairs, in Gerontology generally and within their specialties, both in Oregon and around the country. *[See APX 5-4 for a selected list of over 75 organizations with which our Gerontology faculty have collaborated in the last five years!]*

6

Section Six – Facilities and Support

6A

How Classroom Space, Classroom Technology, and Equipment Impact Student Success

Space - Gerontology Office, SS1:

The Program has occupied the SS1 bunker (which we call our "salon" or "oasis") since 2007. The office has established an identity as the home base of the Gerontology Program, integrating the following functions vital to student support and success:

- Student Advising & Support Services: Advising; the planning and convening site for Gerontology Mondays; over-the-shoulder online support; drop-ins, internships arrangements, and other planned or spontaneous meetings
- Community Partner Meetings: Establishing collaborations, consulting with Advisory Teams, etc., (with accessible ramp for materials, equipment)
- PT Faculty site: Drop-ins, meetings with students, course planning and collaborations
- FDC/FT Faculty office: Provides private advising and waiting areas, with computer access. Currently used by the two full time faculty, some PT faculty, and the occasional student worker or intern.
- Student Accessibility: For regular daytime hours and weekends/evenings special events.

Classrooms

As a primarily online Program, our use of classroom space is quite limited, so facilities and equipment are not concerns. We do, however, rely on course-related facilities in the following ways:

- Gerontology Mondays: Ageless Network (student club) and Job Skills Workshops are offered on alternating Mondays every term except summer. These meetings are open to all Gerontology students, providing in-person connection and networking with other students, faculty, and community partners. Events are also live streamed, as well as video-recorded and posted to the Gerontology Site for access to all students.
- Specially Designated Classroom: Working with the PCC Media Team we utilize a specially designated classroom (TCB 217) for all of our Gerontology Monday and optional classroom sessions. This enables live-stream and video recording for all of these sessions. By Spring term, we will have transitioned to using Zoom with video-recording storage in Kaltura, which will reduce the videographer and technical support roles. And in a pinch, like during winter weather conditions, we can operate from our home computers.
- Computer Lab: Partnering with Online Learning Gerontology faculty hold several over the shoulder computer training sessions at the beginning of each term. These sessions, held in TCB

209, are designed to provide one-on-one assistance with students struggling to work within the D2L Brightspace online environment.

- Regular Classrooms: Currently, GRN172 Adult Care Home Training utilizes a classroom all four terms at the Southeast, Cascade, or Rock Creek Campus. Beginning in Spring 2020, GRN166 Therapeutic Horticulture: An Introduction [name to be change in AY2021 to Therapeutic Horticulture in Health & Human Services] will be offered on the Rock Creek Campus for better access to Landscape Technology students, and to utilize the RC Learning Garden and the Tualatin Master Gardener Garden.

- Special Events: The Program uses Sylvania meeting rooms for its annual Graduation Celebration and other special events. We also occasionally co-sponsor community events in various PCC or community locations, with partner organizations.

- **Need for a Horticultural Therapy and Interior Plants Lab Space:** With the transfer of Gerontology's horticultural therapy program from Legacy Health to the PCC Sylvania Campus, the Program now faces the need to replace the garden and greenhouse laboratory formerly provided by Legacy Health and its many therapeutic gardens. Our 4-year project to develop a Therapeutic learning Garden on the designated space to the west of the CC Building cafeteria, resulted in many partnerships, limited funding and promises of matching donations. Given the financial situation confronting PCC, we suspended further fundraising and put a hold on developing the garden space in August 2018, while storing some interior plants in our office space. As detailed in Section 7A, our Horticultural Therapy Program is now accredited with the AHTA for 5 years, and within the last year, we have greatly expanded our partnerships with area gardens in therapeutic and other contexts, community farms, and clinical settings. These partnerships do provide students volunteer and internship opportunities. However, given the applied nature of the HT 14-credit program, we do need laboratory space in the form of outdoor raised beds and a small year-round greenhouse for propagation and interior plants. Our landscape architect has drafted preliminary plans, and we hope to continue exploring ways we can develop this space that would be used for the 14-credit sequence and the 3-credit Interior Plants course. Ultimately, we are seeking to employ a .5FTE Academic Professional to manage this project, including development, yearly maintenance, and programming. *[See Section 8A & B: Recommendation to SAC and Administration].*

6B

Student Use of the Library or Other Outside-the-Classroom Information Resources

Gerontology faculty emphasize to our students how important accessing PCC student resources and services are to their success and well-being. Whenever we have concerns about a student, we refer them to the appropriate resources or services. In the context of some of the projects that our faculty have worked on at PCC, such as the Ending Ageism Campaign and the Flipping Mindsets Project, we have reached out to the various student resource centers, as well as student leadership. In terms of library resources, our faculty, who teach mostly online, direct students to particular kinds of information on the library portal, refer students for assistance with research, literature search, and

document sources for paper writing. Our faculty have also worked closely with library staff for help in designing Open Educational Resources (OER) and other free online learning materials for use in our classes. Gerontology faculty also frequently direct students to the Writing Center when needing additional help with the writing required in our courses, and to the Student Help Desk when they experience issues related to D2L Brightspace and computer problems. Our students are also directed to the on-campus Computer Labs and to Online Tutoring when needed.

Students primarily use the online PCC library for course research and utilize library staff, but some also use the campus library closest to them for study, reserves, direct library staff and other resource access.

Library staff has created a wonderful Gerontology webpage (also accessible under Sociology webpage), which we post to all our D2L courses. The library has always been responsive, and often proactive in obtaining print, journal and video resources. In addition, we have collaborated to identify and implement the use of open educational resources (OER) within gerontology courses.

To date the following gerontology classes utilize OER, self-developed materials, or other free educational resources in lieu of costly textbooks: GRN 165 Activity Director Training, GRN 172 Adult Care Home Training, GRN 175 The Aging Mind, GRN176 Cognitive Activity Design, GRN 181 Exploring the Field of Aging, GRN 280B Gerontology Internship Seminar, GRN 282 Gerontology Professional Seminar, SOC 231 Sociology of Health and Aging, SOC 232 Death and Dying: Cult and Issues.

6C

How Advising, Counseling, Disability Services and Other Student Services Impact Students

Student Services for Encore Learners
As discussed throughout this Report, the majority of Gerontology Majors are encore learners who face particular challenges interfacing and integrating with PCC academically and in terms of Student Services. Through our historic involvement in many initiatives, including the Taskforce on Aging (2006-2007), the Encore.org grants, the CAEL workshops, consultations with the American Council on Education's Center for Lifelong Learning, and our status as a Champion College for the AACC Plus 50 Encore Completion Project, as well as efforts related to our recent successful Flipping Mindset initiative we have been able to identify encore learner concerns and develop effective practices to address them. And in all our endeavors, we have experienced enthusiastic and supportive partners in PCC's outstanding Student Services staff.

Gerontology Majors make extensive use of all Student Services, often through referrals or collaborations between the services and the Program. Many students utilizing Counseling services, some have worked in and/or utilized Student Resource Centers, and some students have held positions in ASPCC. The Program issues a **Student Resources Guide** (which is updated) every term, as a quick printed and electronic guide on handling issues related to their success. Over the years, the Program has established excellent communications and procedures with Student Services to ensure quality experience for students and access to the resources and support they need. At the same time, some

students do experience many difficulties and frustrations and turn to our office for support in addressing those problems.

With the increasing age of PCC student population, it is our hope that PCC will work through the existing centers to become more accommodating, welcoming, and mindful of the needs of a Post-Traditional learner population. The Gerontology program and faculty stand ready to assist with this challenge.

Gerontology CTE Status and Academic Advising

Gerontology is one of only 13 CTE programs college-wide with no paid advising assistance support (whether through Perkins or General Fund). Our students go to Academic Advising for Placement testing and orientation, but they are referred to us immediately once they declare or express an interest in Gerontology (at least they should be referred immediately, and the Advising Redesign Plan will be underlining that and training Academic Advisors to do so). All program-related student advising is done by the two full-time faculty in our department. As a result, we feel under strain to continue to provide the quality, empowering advising support our Majors need and deserve to ensure their persistence and completion.

Background: Faculty Department Chair Jan Abushakrah's .5 FTE release should cover administrative tasks related to the Program, including: curricular and degree/certificate development and other program development issues, organizing and guiding the Advisory Committee, developing relationships with community partners, student recruitment and outreach, scheduling, assessment of part-time faculty, and other duties, as well as currently co-Chairing the Gerontology SAC. In the absence of a Perkins-funded or other advisor, all student advising in this CTE program also comes under her purview. In the last two years, Mike Faber, the other full-time faculty member, has taken on some advising, and he has also completed some part-time faculty assessments. We also have little administrative support for advising tasks (like fielding inquiries through ger@pcc.edu and maintaining our various spreadsheets, although we did have some support in the past. Current efforts to hire a work-study student have been unsuccessful.

The Case for Additional Advising Support

- **A Matter of Equity for Students and Advisors**
  The need for additional advising and administrative support for advising-related tasks is an equity and access issue for our students and a workload equity issue for the two FT Gerontology Faculty.

- **Why Wrap-Around Advising is Critical to Student Success**
  Our program is open enrollment, which means that students contact us year-round, progress at their own pace, and may temporarily stop out and resume sometimes years later. Because the Degree and 4 of 5 certificates are entirely online (with some optional class meetings that are live-streamed), many students need in-person and otherwise interactive contact and support. This is especially true for our encore learners who make up the

GERONTOLOGY CTE STATUS AND ACADEMIC ADVISING SECTION CONTINUED NEXT PAGE . . .

majority of our majors. Our advising approach is aligned with the PCC Advising Redesign 10 Principles, which we have been practicing for over 20 years. These include holistic career and academic planning, culturally responsive and inclusive advising, quality information on career paths, clearly defined student outcomes at every state, person support for goal setting and decision-making, just-in-time and intentional interventions, and a team-based approach to service and support. *[See APX 6-1: PCC Advising Framework.]*

- **Our Advising Tasks**
  Gerontology advising occurs through community outreach, our website, online and in-person connections. Tasks include – explaining the program, discussing interests (Degree/Certificates, plus career interests), developing term by term plans, helping students to navigate enrollment, registration, students services, and financial aid; tracking progress, processing Time Frame Extensions, SAP and Re-Entry applications, Graduation Prep (including substitutions); assisting on internship connections, coordination with site supervisor and performing instructional supervision; and much more. Some contacts can be brief, while others entail lengthy processes.

  MONTHLY DATA ON ADVISING-RELATED CONTACTS

TYPE OF CONTACT	AVERAGE # PER MONTH
QUALTRICS FORMS (ON WEBSITE, EMAILS TO GER@PCC.EDU): INQUIRIES, ADVISING REQUESTS, JOIN PROGRAM/ENEWSLETTER REQUESTS	25
DIRECT INQUIRIES FROM WEBSITE (GENERAL PROGRAM OR DEGREE/CERTIFICATE SPECIFIC)	25
JAN'S ADVISING CONTACTS (EMAIL, PHONE, HANGOUTS/ZOOM, IN-PERSON)	150
MIKE'S ADVISING CONTACTS	85
TOTAL MONTHLY CONTACTS	**285**

- We are encouraged that the Advising Redesign full implementation will make our work easier, as district-wide advising and technology systems are put into place, but in the meantime, we are struggling to provide the empowering advising support we know is critical to our students' success. *[See discussion in Sections 4 and 7, and the Recommendation to the Administration (8B)]*

7   Section Seven – Career & Technical Education

7A   Impact of the Advisory Committee

The Advisory Committee Team Model that we employ is the most appropriate one for an emerging and complex field like Gerontology, both to represent specific sectors and subfields, and to enable the Program to respond quickly and effectively to new trends and opportunities. Advisory Teams over the past 5 years have collaborated with the Program in the following ways:

- Helped to develop new Career Pathways Certificates
- Contributed to new curriculum development and revisions
- Advised on emerging trends
- Collaborated on educational and workshop projects
- Gave presentations at Gerontology Monday meetings and other program events
- Provided special projects, internships, and employment opportunities for program students and graduates

[Details on Advisory Team accomplishments in all areas are included in these Appendices: APX 7-APX 7-1: Advisory Team Achievements, APX 7-2: Summary Advisory Team Meetings 5 years, and APX 7-3: Advisory Team Membership.]

Proposed changes to the existing Advisory Committee structure:
We are proposing to combine the current GRN AAS Degree and 4 of the existing Certificate Advisory Committees (Advocacy, Advanced Behavior Cognitive Care, Activities Professional, and End of Life Certificates) into one cohesive committee containing the technical knowledge needed in a gerontology educational program. This new committee will not only streamline the work required by Gerontology staff in managing this type of committee work, but it will also provide us with a greater level of diverse knowledge and expertise. This is important because gerontology as a career field is very diverse with professionals working in gerontology often requiring knowledge and expertise in many different aspects of the field.

We plan to maintain only one separate Advisory Team, for the Horticultural Therapy Program, since it represents a very specialized field and the knowledge base and expertise needed by members extends beyond those working within other areas of gerontology.

We will hold a meeting once a year (in-person and with Zoom or Google Meet) of the new combined degree/certificate Advisory Committee and additional meetings of sub-committees when needed. The Horticultural Therapy Program will have its own Advisory Team and meet as needed.
[See Section 8A - Recommendations to SAC].

7B

Projected Program Demand and Enrollment Patterns

The U.S. Census Bureau has projected that there will be 77 million older persons (65+) by the year 2034. One of the implications of the rise in the number of older persons is that there will continue to be an ever-increasing number of individuals trained to meet the needs, issues, and demands of this rapidly growing Baby Boomer population. This data supports the need for the Gerontology education options currently provided by the PCC Gerontology Program, including the AAS degree and 5 career pathway certificates in Advocacy, Activity Professional, Advanced Behavioral Cognitive Care, End of Life Care and Support, and Therapeutic Horticulture Activity Specialist.

Despite the ever-increasing older population and their need for programs, products, and services, higher education Gerontology programs have nationally been challenged with maintaining student census. This field, although absolutely needed, does not have the same appeal to perspective students as many more glamorous areas of study. Our students, however, tend to be more mature, passionate, and highly motivated to succeed in their studies and to make a real and lasting difference in the world.

We find that student enrollments in our program tend to fluctuate based on the economy in a similar pattern to the overall enrollments of the college as a whole. See the below table representing overall gerontology student headcounts and FTE's for the five-year period between Academic Years 2013/14 and 2017/18.

6 YEAR GERONTOLOGY STUDENT HEADCOUNTS (GRNX)

ACADEMIC YEARS (F-SU TERMS)	HEADCOUNTS - GRNX	DIFFERENCE FROM THE PREVIOUS YEAR	% CHANGE
AY1314	1839		
AY1415	1728	-111	6% Decrease
AY1516	1518	-210	12% Decrease
AY1617	1410	-108	7% Decrease
AY1718	1616	206	15% Increase
AY1819	1356	-260	16% Decrease

6 YEAR GERONTOLOGY FTE COUNTS (GRNX)

ACADEMIC YEARS (F-SU TERMS)	FTE - GRNX	DIFFERENCE FROM THE PREVIOUS YEAR	% CHANGE
AY1314	131		
AY1415	122	-9	7% Decrease
AY1516	111	-11	9% Decrease
AY1617	129	18	16% Increase
AY1718	131	2	2% Increase
AY1819	113	-18	14% Decrease

[See additional discussion of enrollment trends in Sections 3 and 4.]

7C   Program Entry and Prerequisites

Gerontology is an open enrollment and there are no pre-requisites for program entry. Students self-select and learn about our program from multiple sources within PCC and in the community. As an online Degree/Certificate program, students learn about our program nationally and internationally as well. About one-third of our students have prior degrees, from Associates through PhD's. The vast majority of our Majors are attracted to the Program through caregiving experience and their own aging process.

Gerontology faculty also spend a great deal of time on community outreach, networking, and partnership efforts which help in the recruitment of students and sustainability of our degree and certificate programs.

7D   Job Placement Data

Job Placement Data – Previous 5-6 years
Since the Gerontology Program is an open enrollment/open exit program, we need to utilize various ways of estimating job placement. These include Gainful Employment Reports, an Exit Questionnaire in the GRN282 Professional Seminar, and periodic follow-up projects and self-reports from graduates. The results of these methods indicate that the vast majority of graduates are either employed (full- or part-time) in the field, have enhanced their employment in related fields (health and human services), and/or have continued to pursue higher education.

- Gainful Employment (AY1314 – AY1819): Gerontology has always submitted Gainful Employment Reports for Financial Aid Eligible Certificates (Gerontology, Activity Director, End of Life Care & Support Certificates, and since AY1718 Gerontology Advocacy), with gainful employment defined as employed and/or pursuing high education. For the last 6 years, graduates of these certificates report 90-100% gainful employment.

- Exit Questionnaires (W18-Sp19): Of the 37 students who completed the questionnaire in these 5 professional seminars, 33 reported already working in the field with the other 4 still working in a related field. Most were also pursuing additional education (at PCC and/or higher education), and 12 were pursuing self-employment, working to build their own businesses or services so they could leave their jobs and have more flexibility.

- New Exit Questionnaire (Fall 2019): We have just implemented a new Google Form Exit Questionnaire, which will enable us to more effectively follow up with graduates with a new Follow-up Questionnaire, also in Google Forms, every 6 months.

- Self-Reports and Projects: While obviously not random samples, we have followed up with 30 graduates for a conference presentation on workforce development in 2017 and regularly hear from employed students who are seeking Gerontology interns and have job openings.

Career Areas: The most common fields for Gerontology graduates are:
- Aging Services (public, non-profit, for-profit)
- Long-Term Care Programs and Residential Communities
- Healthcare Continuum, serving older persons
- Business, Financial and Legal Services for older persons
- Health, Wellness, and Fitness for older persons

Job Titles: Range from entry level positions (care provider, case manager, and other assistant roles) to mid-level professional positions (like services coordinator or program director) to top administrative roles, depending on the graduate's educational level, transferable skills and experience.

Salaries: In general, while Gerontology is a high-demand field, it is also a low-salaried field, with caregiving roles (personal assistant, resident assistant and other direct care workers) being one of the highest growth fields, according to the Bureau of Labor Statistics. Salaries in all Gerontology fields range from entry-level positions earning $15/hour, rising to $25-35/hour, for those in full-time benefited positions, with commensurate experience and some management responsibilities. Other graduates, especially those with prior degrees and experience and assuming higher administrative roles, earn more. The healthcare sector tends to pay more than aging services or long-term care. *[See details: APX 7-4: PCC GRN Degree/Certificate Job Titles & Salary Ranges_Rev110919].*

Future Employment Opportunities Forecast

We project that employment opportunities will continue to increase with the continued increase in the national and state population 65 and older. Considering only the long-term care workforce, 20% of the U.S. population is projected to be age 65 or older by 2030, outnumbering children for the first time in U.S. history. Nearly 90% of that population prefers to remain in their own homes as long as possible, and Oregon's LTC Plan is to accommodate the needs of that population through home and community-based services and resources. Nationally, more home care jobs are projected to be added than any other single occupation between 2016 and 2026, together with a commensurate expansion in related occupations like aging life care management, system navigators and advocates, service and resource providers, and activity, wellness, and social engagement workers. PCC's Gerontology Program addresses the education and training needs for all of those workers.

7E

Number of Students Completing Degrees/Certificates

The number of Degree and Certificate earners has increased in the last 5 years, when compared with the previous 5-year period, despite declining enrollments.

Gerontology Graduation – Degrees/Certificates Awarded – Past 10 Years

DEGREE/CERTIFICATE AWARD FALL 2009-SUMMER 2014

ACADEMIC YEAR	AAS DEGREES	CERTIFICATES	TOTAL DEGREE/CERT
2009-2010	16	39	55
2010-2011	10	22	32
2011-2012	17	51	68
2012-2013	11	62	73
2013-2014	12	35	47
5-YEAR TOTAL	**66**	**209**	**275**

DEGREE/CERTIFICATE AWARDS FALL 2014- SUMMER 2019

ACADEMIC YEAR	AAS DEGREES	CERTIFICATES	TOTAL DEGREE/CERT
2014-2015	17	55	72
2015-2016	15	76	91
2016-2017	15	54	69
2017-2018	18	78	96
2018-2019	15	55	70
5-YEAR TOTAL	**80**	**318**	**398**

AY1415-AY1819 CERTIFICATE AWARDS - DETAILS

AY	EOL	GRAA	GRAD	GRAC	GRAB	GREN	GRAV	HT	THAS
1415	14	3	1	0	16	19		2	
1516	14	8	4	3	19	25		3	
1617	12	5	3	3	14	16		1	
1718	14	8	5	5	18	10	16	1	1
1819	12	3	3	2	15	1	18		1
5-YEAR TOTAL	66	27	16	13	82	71	34	7	2

Data Source: Banner GRAD program, 1415-1819, run by Weeze Herr. Abbreviations: EOL = End of Life Care & Support Certificate, GRAA = Activity Assistant Certificate, GRAD = Activity Director Certificate, GRAC = Activity Consultant Certificate, GRAB – Advanced Behavioral & Cognitive Care Certificate, GREN = Gerontology Certificate, GRAV = Gerontology Advocacy Certificate, HT = Horticultural Therapy Certificate, THAS = Therapeutic Horticulture Activity Specialist Certificate

Note on Non-Completions: For the five years, AY1314 through AY1819, only 23 students were denied the Degree and/or Certificates they had declared. Eight of those students experienced life events that led them to drop or stop out, including serious illness, need to care for a loved one, and death of a child or spouse. Fifteen students had completed their Degree and/or some Certificates, but failed to complete final courses, either because the final courses needed were not offered or they assumed full-time jobs that precluded continued academic work.

Importance of Financial Aid/Veterans Benefits Eligibility: Currently, three of our certificates (ABCC, Activities and THAS) are not Financial Aid/Veterans Benefits eligible. This creates a problem for a student interested in earning only one of those 3 certificates, or who has not completed a non-eligible certificate when financial aid ends with the completion of the eligible degree or certificates (See 8A&B: Recommendations).

Typical Student Pathways: Most degree earners also earn one or more certificates, and even students who intend to earn only one certificate often end up earn additional certificates and if they have prior, applicable college credits, may decide to also earn the degree. Here are some typical scenarios:
- Long-time family or facility caregiver seeks to enhance her education and skills to move into care coordination and other advocacy roles.
- Experienced health or human services worker seeks gerontology-specific education and training to serve an older population
- Person with education and/or long experience in an unrelated field seeks a more meaningful, person-centered role making a difference in the lives of older persons

Completed, Pending and Proposed Degree and Certificate Changes

In the last two years, the Gerontology SAC implemented several substantive changes to our Degree and especially to our certificates, reducing them from seven to five, as well as reducing the number of credits. These changes were made to facilitate student completion and to enhance success in their careers. *[See details in APX 7-5: Completed, Pending and Proposed changes to Degree and Certificates.]*

This Program Review, including a consideration of completions in our Therapeutic Horticulture Activity Specialist Certificate (THAS), suggested that we should reduce its credits from 39 to between 25 and 30 credits, which would facilitate completion for those horticultural therapy students who intend to work with older persons. These changes, combined with our consolidation of the 14-credit horticultural therapy sequence that is accredited by the AHTA from six terms to four terms, would make the earning of the THAS certificate more attractive to students, as well as qualify it for Financial Aid and Veterans Benefits.

A second proposal by the SAC is to make the 14-credit HT sequence a career pathway certificate, especially now that certificates of 12 or more credits are permitted by FAFSA regulations. which would benefit HT students interested only in that sequence to enhance their other education and training required for registration as a horticultural therapist (HTR) and would qualify them for Financial Aid and Veterans Benefits as well.

THAS/HT Proposal *[See Recommendations 8A & B]***:**
- Reduce THAS credits from 39 to 30 or fewer credits to attract more HT-sequence students for a more compressed introduction to gerontology/geriatrics.
- Make the 14-credit HT sequence a Career Pathways Certificate, which syncs with the AHTA-accredited certificate.
- Apply for Financial Aid/Veterans eligibility for both the THAS and the new HT Certificate.

The table below shows the resulting Gerontology Career Pathways Certificates for AY2021.

PROPOSED CAREER PATHWAYS CERTIFICATES (AY2021)

CERTIFICATE (CODE)	ADVOCACY (GRAV)	ACTIVITY PROF (GRAP)	ADV BEHAV-COG CARE (GRCC)	END OF LIFE C-S (EOL)	THER HORT ACT SPEC (THAS)	HORT THERAPY (HT)
# CREDITS	39	30	35	36	25-30	14

7F   Perkins-eligibility

Gerontology does not have a secondary school aligned Program of Study, because local high schools do not teach Gerontology courses. We explored several possibilities to do so with a Perkins Professional Development grant three years ago, and while we did generate some interest with school job counselors and some health instructors (and do presentations to students at some high schools), creating even one aligned course proved impossible.

We are thus not eligible for Perkins advising support, but we are eligible for Professional Development funds, which we have utilized for two projects and two conferences, so we are now required to submit TSA Reports, as explained in Section 2.

7G Continued Education Opportunities for Graduates

In general, Gerontology AAS Degree graduates are well-positioned to transfer to any Baccalaureate program, because of the high number of General Education Degree Requirements as well as Program Electives. Good planning, including pursuing necessary math (especially statistics) or science requirements ahead of their transfer to particular programs, also enhances their transfer. We regularly hold information sessions for our students with Oregon transfer institutions, including PSU, OSU, Pacific University, Concordia and Marylhurst (until its closure), as well as Washington State University-Vancouver, with several graduates pursuing Baccalaureate, Master's and even Ph.D. programs in various departments (Health Studies, Family Studies & Human Development, Social Work (BSW-MSW), Healthcare Administration, Occupational Therapy, Gerontology (only WOU) and others.

Horticultural Therapy students who need a Baccalaureate Degree to apply for HTR status (Register Horticultural Therapist), can easily transfer either to OSU Horticulture (which includes PCC's 14-credit HT sequence as a concentration) or any other BA/BS program.

Articulation History:
Gerontology had an articulation agreement with Portland State University when the AAS Degree was established in 1998. More recently we have held extensive discussions with PSU's School of Community Health about a formal articulation agreement for PCC Gerontology graduates to enter the BA/BS Health Studies Program, which would include several course substitutions in their Aging Studies Concentration/Minor. Unfortunately, the agreement was never formalized and with changes to both OSU's and PCC's curriculum, we need to revisit that effort.

We continue to have an articulation agreement with Eastern Oregon University's online minor in Healthy Aging, but except for 2 or 3 students years ago, we don't know of any of our Degree graduates who have pursued that minor.

We held extensive discussions with Concordia University on transfer agreements with PCC generally, with our focus being the BSW program, Healthcare Administration and Long-Term Care Administration. Again, these agreements were never finalized.

We are currently pursuing what promises to be an ideal articulation for students desiring a Baccalaureate Degree in Gerontology, with Western Oregon University, which is the only Oregon university offering a BA (and Applied BA). We've had transfers to earlier iterations of this degree who successfully completed that program, and one of our recent graduates is currently in the new hybrid program. We plan a meeting with Dr. Margaret Manoogian, Director of the Gerontology Program, in January 2020.

Recommendation: Pursue the articulation agreement with WOU's Gerontology BA/ABA program first, and then revisit the articulation with PSU's BA/BS Health Studies (Aging Studies Concentration).
[See 8A for SAC recommendation and 8B for Administration recommendation].

8 Section Eight – Recommendations

All recommendations to the SAC and to the Administration are organized in terms of the SAC's Top Priority – to promote student success. We look forward to collaborating with the Administration to take the Gerontology Program's two decades of achievement to new heights for the benefit of students, graduates and the quality of older persons' lives.

8A   Recommendations for the SAC

Top Priorities to Promote Student Success

1. Work with our Dean Dana Fuller and DOI Karen Paez to determine ways in which our need for Advising Support can be addressed **(See rationale, Section 6C).**

2. Continue to develop our plan for Horticultural Therapy Program lab space, in the form of two raised beds and a small greenhouse for propagation and Interior Plants on the TLG site, and coordinate with Dana Fuller and Karen Paez to map out a development plan **(See Section 6A Facilities & Support).**

Significant Steps to Enhance Student Success

3. THAS Certificate Revision & New HT Certificate: Pursue revisions of the THAS Certificate from 39 to 25-30 credits, to create a more attractive option for HT students desiring to work with older persons and persons with disabilities. Propose a new 14-credit Horticultural Therapy Certificate, focused only on the AHTA Accredited Certificate Program. At the same time, apply for THAS and HT Certificate Financial Aid and Veterans eligibility. (Section 7E).

4. Learning Outcomes Assessment: Continue with the alignment of all core course outcomes with (1) PCC Core Outcomes and (2) Gerontology Education Competencies. This entails building Competency Structures or similar constructs into all core Degree/Certificate courses, introducing the Competencies and Course Outcomes addressed in each Learning Module, requiring student self-assessment of the Competencies/Outcomes at the end of each course, completing Program (Degree and Certificates) Audits by Summer 2020, submitting TSA reports on all five certificates by 2021, and revising the Gerontology Homeroom to provide students an effective, interactive overview of the Program (the Degree/Certificates they are earning) that will guide their progress and enhance their successful completion from the Fall 2020 term onward (Section 2).

5. Scheduling and Course Offerings: Focus on GRN only and SOC-PSY Headcounts for scheduling and regular offering of required both categories to ensure students get the courses they need and complete their program in a timely way (Section 3).

6. Articulation Agreements: Work with the Curriculum Department to complete agreements, first with WOU's Gerontology BA/ABA program, and then revisit and complete an articulation with PSU's BA/BS Health Studies (Aging Studies Concentration) (Section 7G).

7. Advisory Committee: Continue to work closely with our Advisory Committee to ensure student academic and career success. Commit to hold a meeting once a year (in-person and with Zoom or Google Meet) of the new combined Advisory Committee for the Degree and four Certificates, with additional meetings of advisory teams when needed. The Horticultural Therapy Program will have its own Advisory Team and meet as needed (Section 7A).

8. Website, Marketing and Outreach: Continue to improve our program website, and work with District Marketing, Outreach, and Recruitment teams, to promote our Program offerings and to attract and welcome potential students.

Continue Our Collegewide Efforts to Promote Post-Traditional Student Success

9. <u>Flip Mindsets</u>: Continue to work on implementing the Flipping Mindsets Project, in coordination with the Advising Redesign team, to extend equity and inclusion and enhance success for Post-Traditional students collegewide.

10. <u>End Ageism</u>: Continue our campaign to extend age awareness education and to address ageism, for the benefit of students, faculty and staff

11. <u>Age-Friendly University</u>: Promote PCC endorsement of the Age Friendly University Global Initiative and explore effective avenues to explore and promote implementation, possibly through a district working group under the aegis of the District DEI Council (Section 1). Also explore involvement in the development of an Oregon Master Plan on Aging, similar to what is currently being developed in California under Governor Gavin Newsome.

8B Recommendations for Administrative Support

Top Priorities to Support Student Success

1. <u>Increase Gerontology Advising Support</u> at an equitable and sustainable level (Section 6A).

2. <u>Support the Creation of HT Lab Space</u>: Collaborate with the GRN SAC and its HT Advisory Team to explore ways to build a raised-bed and greenhouse lab space for Horticultural Therapy & Interior Plants students (Section 6C).

Administrative Steps to Support Student Success

3. <u>DOI Karen Paez and Dean Dana Fuller</u>: Support strategic scheduling and enrollment flexibility for both GRN only and SOC-PSY/GRN courses to ensure regular offerings of required courses for timely student completion.

4. <u>DOI Karen Paez and Registrar Ryan Clark</u>: Implement Financial Aid and Veteran Benefits eligibility for all Gerontology career pathways certificates (See discussion Section 1A and 7E).

5. <u>Curriculum Office</u>: Assist the GRN SAC to establish articulation agreements with WOU Gerontology (BA & ABA) and PSU (BA/BS Health Studies, Aging Services Minor/Concentration) (See Section 7G).

6. <u>Marketing and Outreach</u>: Support the Gerontology Program by enhancing our program's outreach and recruitment efforts and collaborate with us on outreach to Post-Traditional students.

7. <u>District President & International Education</u>: Get support in addressing the problem for International Students with limits on online courses, It would be helpful to international students who want to pursue Gerontology (and other online programs) got PCC to advocate for change at the national level (through AACC and the US Dept of Education).

Support Gerontology SAC Monitoring of Student Success

8. <u>Institutional Effectiveness</u>: With the upcoming implementation of Annual Program Reviews on key enrollment and completion data, we request that Institutional Effectiveness replace GRN data generation with GRNx (GRN and SOC-PSY courses that are GRN courses) as a regular policy.

Enhance Post-Traditional Student Success Collegewide

9. Support the work of the Flipping Mindsets Project in coordination with the Advising Redesign team, for the benefit of all post-traditional/encore learners across the district.

10. Support age awareness and address ageism as a diversity, equity and inclusion issue for students, faculty and staff.

11. Endorse PCC Inclusion in the Age-Friendly University Global Network and support collegewide efforts to implement its principles.

9

Section Nine – Assurances

The checked boxes to verify that…

☑ Faculty and FDCs at all of the campuses offering courses in this discipline/program have received a late-stage draft of the Program Review document.

☑ All of the division deans offering courses in this discipline/program have been sent the late-stage draft.

☑ The SAC administrative liaison has reviewed and had the opportunity to provide feedback on the final report.

LIST OF APPENDICES

ALL-IN-ONE

Interrelationship of REQUIRED Courses for Gerontology Degree & Certificates

Academic Year 19/20

Courses	Career Management Courses	GRN AAS	GRAV	ABCC	GRAP	EOL	THAS	DAAP	EXHO
	Total Credits Needed	90	39	35	30	36	39	50	30
GRN 181	Exploring the Field of Aging	R	R	R	R	R		R	
GRN 280B	Gerontology Internship Seminar	R	R	R	R	R	R		R (or FT180)
GRN 280A	CE: Gerontology Internship	R	R	R	R	R	R		FT 280
GRN 282	Gerontology Professional Seminar	R	R	R	R	R	R	R	
Courses	**Other Degree Requirements**								
GRN 175	The Aging Mind (Prereq for GRN176)	R	R	R	R				
GRN 201	Ageism, Understanding & Ending	R	R						
PHL 207	Ethics and Aging	R				R			
PSY 236	Psych of Adult Development and Aging	R	R				R		
SOC 223	Sociology of Aging	R	R	R	R	R	R	R	R
SOC 231	Sociology of Health & Aging	R	R	R	R	R		R	1 of 2
SOC 230	Introduction to Gerontology	R	R		R			R	
SOC 232	Death & Dying (OR SOC234)	R	R	R		R			
Courses	**Degree Electives**								
GRN 165	Basic Activity Director Training (Prereq for GRN264)	E			R		R		R
GRN 166	Therapeutic Horticulture: An Introduction	E					R		
GRN 176	Cognitive Activity Design	E		R	R				
GRN 233	Supporting End of Life	E				R			
GRN 234	Introduction to Dementia Care/Practice	E		R			R		
GRN 237	End of Life Therapies	E				R			
GRN 239	End of Life Practices	E				1 of 2			
GRN 240	Care and Service Coordination	E	R	R		R			
GRN 245	Introduction to Guardianship	E	R	R		R			
GRN 247	Applied Legal & Policy Issues in Aging	E	R	R		R			
GRN 264	Advanced Activity Professional Training	E			R				
GRN 267	Professional Therapeutic Hort	E					R		
GRN 268	Therapeutic Hort Strategies	E					R		
GRN 269	Therapeutic Hort Skills I	E					R		
GRN 270	Therapeutic Hort Prgramming	E					R		
GRN 271	Therapeutic Hort Skills II	E					R		
GRN 272	Therapeutic Gardens	E					R		
GRN 273	Interior Plants	E					R		
FT 131	Structure & Function Hum Body	E							R
FT 202	Fitness & Aging	E							R
HE/PE 295	Health and Fitness for Life (and LAB)	E							R

R = Required   **E** = Program Elective

1 - Not included: Other Gerontology Degree & Certificate elective courses that are NOT required by another certificate.
2 - Not included: Basic Competency courses, like: WR121, MTH58 or 65 requirements.
3 - Not included: All the little details and exceptions that can happen, like, during a full moon.
4 - There are other courses for the DAAP Certificate that are NOT required by any Gerontology Degree/Certificate
5 - There are other courses for the HOAF Certificate that are NOT required by any Gerontology Degree/Certificate

Associate of Applied Science Degree:
  GRN AAS = Gerontology

Certificates:
  GRAV = Advocacy; ABCC = Advanced Behavioral & Cognitive Care; GRAP = Activity Professional; EOL = End of Life Care and Support; and THAS =Therapeutic Horticulture Actiivity Specialist

Related Certificates:
  DAAP =Design for Accessiblity and Aging in Place (Interior Design); HOAF = Healthy Older Adult Fitness (Exercise Science)

Rev 11/04/19

GERONTOLOGY: AAS DEGREE (90 credits)

Portland Community College

The Gerontology Associate of Applied Science Degree provides a solid foundation for a variety of career paths in the field of aging. Specialized Certificates, comprised of Required Courses and Program Electives, can be earned in tandem with the Degree so that students can begin work in the field while completing the Degree and continuing with higher education. The Gerontology Degree articulates with many baccalaureate programs.

Students should take GRN 181: Exploring the Field of Aging in their first term in the program. Internship credits (GRN 280A) provide a unique opportunity for the students to work directly with older adults in different settings. Degree candidates who are currently working in the field with older persons and have accumulated work experience hours related to their career path may petition to waive some credits of the required internship credits, with 70 related work hours waiving 1 credit. Students must complete the program with a grade of "C" or better.

The Gerontology Program is FAFSA and VA funding eligible, and is an Eligible Training Provider, qualifying students for state and federal funding programs if they are otherwise eligible.

[Degree Revisions are effective Fall Term 2019]

Gerontology Degree

Students who successfully complete the Gerontology AAS Degree will be able to:

- Apply skills and knowledge to effective work with and for older persons as a gerontology professional, and as a family and community member
- Use gerontological research and theories to plan, implement, and contribute to programs, policies, and social change strategies for and with older persons in professional, institutional and community settings
- Communicate, collaborate, and access appropriate resources, while working with other professionals and with diverse stakeholders
- Adhere to professional and ethical standards appropriate to one's gerontological specialty, while managing one's career and taking advantage of continuing learning opportunities

Core Required Courses:

COURSE	DESCRIPTION	Credits	Term
GRN181	Exploring Field of Aging	2	F,W,Sp
GRN175	The Aging Mind	2	F,W,Sp
GRN201	Ageism	2	W,Su
GRN280a	CE: GRN Internship	10	All
GRN280b	GRN Intern. Seminar	1	F & Sp
GRN282	GRN Prof. Seminar	2	F & Sp
PHL207*	Ethics & Aging	4	W/Su
PSY236*	Psych of Adult Devel/Aging	4	All
SOC223*	SOC of Aging	4	F, Sp
SOC230*	Intro to Gerontology	4	W, Sp
SOC231*	SOC of Health & Aging	4	All
SOC232*	Death & Dying (or SOC234)	4	All
	Core Course Total Credits	43	

Other Course Requirements

COURSE	DESCRIPTION	DEGREE
	Core Course Total from the left . . .	*43 credits*
WR 121	English Composition	4 credits
MTH 65 or MTH58	Introductory Algebra or Math Literacy (*not counted)	pre-req
	Program Electives (27-31)*	27 credits
	PCC General Education – 4 3-4-credit courses (*8 credits of required AAS courses can apply)	12-16 credits
	TOTAL CREDITS	**90 credits**

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN":
http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to:
http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go:
http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to:
http://www.pcc.edu/resources/academic/degree-outcome/

Program Elective Courses:

COURSE	DESCRIPTION	Credits
AD 101	Alcohol Use & Addiction	3 credits
AD 102	Drug Use & Addiction	3 credits
AD 105	Addictions & Aging	3 credits
AD 154	Case Management & Addiction	3 credits
AD 156	Ethical & Professional Issues	3 credits
BA 101	Introduction to Business	4 credits
BA 150	Intro to Entrepreneurship	4 credits
BA 208	Intro to Nonprofits & Philanthropy	4 credits
BA 209	Intro to Grant Writing	4 credits
BI 120	Survey of Body Systems	5 credits
COMM 100	Intro to Communication	4 credits
COMM 105	Listening	4 credits
COMM 111	Public Speaking (and COMM111H)	4 credits
COMM 140	Intro to Intercultural Communication	4 credits
COMM 214	Interpersonal Comm: Process/Theory	4 credits
COMM 215	Small Group Comm: Process/Theory	4 credits
FN 110	Personal Nutrition	3 credits
FN 211	Nutrition & Aging	3 credits
FT 100	Emerg. Response for Fitness Profs	1 credit
FT 106	Analysis of Movement	3 credits
FT 110	Injury Prevention & Management	2 credits
FT 131 *	Structure & Function / Human Body	4 credits
FT 202 *	Fitness and Aging	3 credits
GRN 165 *	Basic Activity Director Training	2 credits
GRN 166 *	Therapeutic Horticulture: An Intro	1 credit
GRN 172	Adult Care Home Training	2 credits
GRN 176 *	Cognitive Activity Design	2 credits
GRN 233 *	Supporting End of Life	4 credits
GRN 234 *	Dementia Care Intro & Practices	4 credits
GRN 237 *	End of Life Therapies	1 credit
GRN239 *	End of Life Practices	1 credit
GRN 240 *	Care and Service Coordination	3 credits
GRN 245 *	Guardianship Introduction	1 credit
GRN 247 *	Applied Legal & Policy Issues in Aging	2 credits
GRN 264 *	Advanced Activity Professional Train.	3 credits
GRN 267 *	Prof Therapeutic Horticulture	3 credits
GRN 268 *	Therapeutic Hort Strategies	2 credits
GRN 269 *	Therapeutic Hort Skills I	2 credits
GRN 270 *	Therapeutic Hort Programming	2 credits
GRN 271 *	Therapeutic Hort Skills II	2 credits
GRN 272 *	Therapeutic Gardens	3 credits
GRN 273 *	Interior Plants	3 credits
HE/PE295	Health & Fitness for Life [and Lab]	3 credits
HE 207	Sem: Biomed, Behavioral & Health Sc	1 credit
HE 112	First Aid and Professional CPR	1 credit
HE 212	Women's Health	4 credits
HE 213	Men's Health	4 credits
HE 242	Stress and Human Health	4 credits

COURSE	DESCRIPTION	Credits
HE 250	Personal Health	3 credits
HE 251	Community Health	4 credits
HE 252	First Aid: Basics and Beyond	4 credits
HE 254	Weight Mgmt & Personal Health	3 credits
HE 255	Film and Public Health	4 credits
HE 264	Food Systems & Public Health	4 credits
HE 278	Human Health and the Environment	3 credits
HUS 102	Mental Health First Aid: Adult	1 credit
HUS 107	Mental Health First Aid: Older Adult	1 credit
HUS 121	Family & Human Systems	3 credits
HUS 131	Models/Systems/Human Service Del	3 credits
HUS 141	Direct Service Models	3 credits
LAT 106	Plant Anatomy & Physiology	4 credits
LAT 109	Plant Propagation	3 credits
LAT 250	Plant Diseases/Insects/Weed ID	3 credits
MP 108	Healthcare Career Essentials	3 credits
MP 111	Medical Terminology	4 credits
MP 135	Pharmacology for Allied Health	3 credits
MP 140	Intro to Health Law & Ethics	3 credits
MP 150	Intro to Electronic Health Records	3 credits
PSY 101 †	Psychology and Human Relations	4 credits
PSY 201A †	General Psychology Part 1	4 credits
PSY 202A †	General Psychology Part 2	4 credits
PSY 213 †	Intro to Behavioral Neuroscience	4 credits
PSY 214 †	Introduction to Personality	4 credits
PSY 215 †	Human Development	4 credits
PSY 216 †	Social Psychology	4 credits
PSY 222 †	Family & Intimate Relations	4 credits
PSY 231 †	Human Sexuality	4 credits
PSY 232 †	Human Sexuality	4 credits
PSY 239 †	Introduction to Abnormal Psychology	4 credits
PSY 240 †	Personal Awareness & Growth	4 credits
SOC 204 †	Sociology in Everyday Life	4 credits
SOC 205 †	Social Change & Social Institutions	4 credits
SOC 206 †	Social Problems	4 credits
SOC 213 †	Diversity in the United States	4 credits
SOC 214 † ‡	Illumination Project: Tools/Activism	4 credits
SOC 215 †	Social Issues & Movements	4 credits
SOC 218 †	Sociology of Gender	4 credits
SOC 219 †	Intro to Sociology of Religion	4 credits
SOC 221 †	Globalization & Internat'l Relations	4 credits
SOC 228 †	Intro to Environmental Sociology	4 credits

* These electives are required for some GRN Certificates
† In order to meet the credit minimum for the degree requirements, some courses may count toward electives or General Education, but not both.
‡ Includes SOC 214a, b, c. Each course is 4 credits

GERONTOLOGY: Advocacy (39 credits)

This certificate is designed to advance the knowledge and develop the skills of advocates working with older persons to support them in navigating health, care, aging services and other systems, and in finding and utilizing the resources and services they need. The certificate is also appropriate for any professional working on policy and program development in aging, disability and related services in order to enhance their ability to advocate effectively for their needs, to collaborate with other professionals and diverse stakeholders, and to ensure accessibility, equity and inclusion. The courses in this Career Pathway Certificate are wholly contained within the State Board approved Gerontology AAS Degree and is FAFSA and VA eligible. PCC Gerontology is an eligible training provider.

Gerontology Advocacy Certificate Learning Outcomes
Students successfully completing this certificate will be able to:
- Use Gerontological research and theories to plan, implement and contribute to programs, policies and social change strategies for and with older persons in professional, institutional and community settings.
- Communicate, collaborate and access appropriate resources and services while working with other professionals and diverse stakeholders to advocate with and on behalf of older persons.
- Adhere to professional and ethical standards appropriate to one's Gerontological areas of specialty while managing one's career and taking advantage of continuing learning opportunities.

Certificate Courses:

Course #	Course Title	Credits	Terms
GRN 181	Exploring the Field of Aging	2	F, W, Sp
GRN 175	The Aging Mind	2	F, W, Sp
GRN 201	Ageism	2	~F/W/Sp~
GRN 240	Care and Service Coordination	3	F, Sp
GRN 245 >	Intro to Guardianship	1	~F/W/Sp~
GRN 247 >	Applied Legal & Policy Issues in Aging	2	~F/W/Sp~
GRN 280A	Internship	4	All
GRN 280B	Internship Seminar	1	F & Sp
GRN 282	Gerontology Professional Seminar	2	F & Sp
PSY 236	Psych of Adult Development & Aging	4	All
SOC 223	Sociology of Aging	4	F, Sp
SOC 230	Introduction to Gerontology	4	W, Sp
SOC 231	Health and Aging	4	All
SOC 232	Death and Dying	4	All
	TOTAL CREDITS	**39**	

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN": http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go: http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to: http://www.pcc.edu/resources/academic/degree-outcome/gero.html

~F/W/Sp~ -- Terms offered varies. Check the current academic year schedule for up-to-date information about when this course is offered
> GRN245 and GRN247 are always offered during the same term

Gerontology Advocacy AY1920 as of 02-17-19

Portland Community College

GERONTOLOGY:
ADVANCED BEHAVIORAL & COGNITIVE CARE CERTIFICATE (35 credits)

This certificate is designed to enhance the knowledge and develop the skills of direct care providers to work with older persons experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home, and community settings. The certificate is also appropriate for any professional working in aging services and community programs, to enhance their ability to work effectively with this population. The courses in this Career Pathway Certificate are wholly contained within the State Board approved Gerontology AAS Degree.

[Certificate Revisions are effective Fall Term 2019]

Advanced Behavioral & Cognitive Care Certificate Learning Outcomes
Students successfully completing this certificate will be able to:
- Work effectively as an advanced care provider with diverse individuals or groups of older persons experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, home and community settings.
- Apply best practices for dealing with challenging cognitive and behavioral issues, following care plans, providing appropriate documentation and working collaboratively with all stakeholders, including multidisciplinary teams, medical and healthcare professionals, family and community members.
- Conduct Gerontological research relevant to advanced care issues, and apply the research to practice.
- Adhere to professional and ethical care standards.
- Continue to develop professional care knowledge and skills through continuing education and training.

Certificate Courses:

Course #	Course Title	Credits	Terms
GRN 181	Exploring the Field of Aging	2	F,W,Sp
GRN175	The Aging Mind	2	F,W,Sp
GRN176	Cognitive Activity Design	2	~F/W/Sp~
GRN 234	Dementia Care Intro & Practice	4	F,W,Sp
GRN 240	Care and Service Coordination	3	F, Sp
GRN 245 >	Intro to Guardianship	1	~F/W/Sp~
GRN247 >	Applied Legal & Policy Issues in Aging	2	~F/W/Sp~
GRN 280A	Internship	4	All
GRN 280B	Internship Seminar	1	F & Sp
GRN 282	Gerontology Professional Seminar	2	F & Sp
PSY 236	Psych of Adult Development & Aging	4	All
SOC 223	Sociology of Aging	4	F, Sp
SOC 231	Sociology of Health and Aging	4	All
	TOTAL CREDITS	**35**	

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN": http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go: http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to: http://www.pcc.edu/resources/academic/degree-outcome/

~F/W/Sp~ -- Terms offered varies. Check the current academic year schedule for up-to-date information about when this course is offered
> GRN245 and GRN247 are always offered during the same term

GRN-ABCC Cert as of AY1920_Rev 02-17-19

GERONTOLOGY:
END OF LIFE CARE AND SUPPORT CERTIFICATE (36 Credits)

This certificate is designed to advance the knowledge and develop the skills of caregivers, aging services professionals and family members in supporting persons approaching the end of life. The certificate provides a career development pathway for direct care workers and career enhancement for healthcare, social services, fiduciary and financial services, and other professionals. The Gerontology Program is a State of Oregon Eligible Training Provider, and this Certificate is Financial Aid eligible.

[Certificate Revisions are effective Fall Term 2019]

End of Life Care and Support Certificate Learning Outcomes

Students successfully completing this certificate will be able to:

- Guide family members and dying persons through the end of life process, including social, psychological, medical, financial, legal, and spiritual issues related to care and support.

- Assess and document the care and support needs and assets of the dying person, their family and social support network; communicate and collaborate with all related parties; and facilitate access to appropriate resources, while working with other professionals and with diverse stakeholders in a coordinated care and support plan, in hospice, long term care, and home environments.

- Apply best practices of person-centered and directed care and support, and adhere to professional and ethical standards in supporting the dying person and working effectively with all stakeholders, including legal, medical, financial, insurance, relevant government programs, and other professionals, as well as family and the dying person's social support network.

Certificate Courses:

Course #	Course Title	Credits	Term
GRN 181	Exploring the Field of Aging	2	F,W,Sp
GRN 233	Supporting End of Life	4	F, Sp
GRN 237-9	End of Life Therapies/Practices	1	F, W
GRN 240	Care and Service Coordination	3	F, Sp
GRN 245 >	Introduction to Guardianship	1	~F/W/Sp~
GRN 247 >	App'd Legal/Policy Issues in Aging	2	~F/W/Sp~
GRN 280a	Gerontology Internship	4	All
GRN 280b	Gerontology Internship Seminar	1	F & Sp
GRN 282	Gerontology Professional Seminar	2	F & Sp
PHL 207	Ethical Issues in Aging	4	~Sp/Su/W~
SOC 223	Sociology of Aging	4	F, Sp
SOC 231	Sociology of Health & Aging	4	All
SOC 232	Death & Dying: Culture & Issues	4	All
	TOTAL CREDITS	**36**	

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN":
http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to:
http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go:
http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to:
http://www.pcc.edu/resources/academic/degree-outcome/

<u>*Non-Academic Certificate Requirement:*</u> *Students must also complete hospice volunteer training (or equivalent) and submit a certificate of completion*

~F/W/Sp~ & ~Sp/Su/W~ - Terms offered varies. Check the current academic year schedule for up-to-date information about when this course is offered

> GRN245 and GRN247 are always offered during the same term

GRN-EOL Cert as of AY1920_Rev 09-29-19

Portland Community College

GERONTOLOGY: Activity Professional Certificate (30 credits)

This certificate covers activity programming within long-term care and memory care facilities, community and day programs, and meets state and federal standards of practice and enhances quality of life for older persons and persons with disabilities. It prepares graduates for Activity, Life Enrichment, or Wellness positions (Director, Coordinator) in long-term care settings, adult day programs, assisted living or retirement communities, as well as eligibility to apply for Activity Professional-Board Certified (AP-BC) certification by the National Association of Activity Professionals Credentialing Center (www.NAAPCC.net), with the required work experience, continuing education, and successful completion of the NAAP Credentialing Center Competency Exam. The courses in this Career Pathway Certificate are wholly contained within the State Board approved Gerontology AAS Degree, and PCC Gerontology is an eligible training provider.

The State of Oregon has approved this new Certificate to replace our previous Activity Certificates. While it will not be available in GradPlan until the Winter 2020 term, students can declare the Activity Professional Certificate, by emailing enroll@pcc.edu, with their G-number, and proceed to take courses. Contact ger@pcc.edu, for further information and advising.

Activity Professional Certificate Learning Outcomes
Students successfully completing this certificate will be able to:
- Provide appropriate and effective activity programs that enhance quality of life for older persons and persons with disabilities in long-term care and memory care facilities, community and day programs.
- Demonstrate ability to complete assessment and documentation meeting state and federal requirements.
- Meet the standards of practice for development and implementation of comprehensive activity programs for all levels of cognition, physical functioning, and psycho-social needs, based on a person-centered, person-directed approach.
- Meet the knowledge requirements of the National Association of Activity Professionals Credentialing Center (NAAPCC)'s certification.

Certificate Courses:

Course #	Course Title	Credits	Terms
GRN 181	Exploring the Field of Aging	2	F, W, Sp
GRN 165	Basic Activity Director Training	2	F & Sp
GRN 175	The Aging Mind	2	F, W, Sp
GRN 176	Cognitive Activity Design	2	~F/W/SP~
GRN 264	Adv'd Activity Professional Training	3	Su & W
GRN 280A	Internship	4	All
GRN 280B	Internship Seminar	1	F & Sp
GRN 282	Gerontology Professional Seminar	2	F & Sp
SOC 223	Sociology of Aging	4	F, Sp
SOC 230	Introduction to Gerontology	4	W, Sp
SOC 231	Health and Aging	4	All
	TOTAL CREDITS	**30**	

~F/W/Sp~ -- Terms offered varies. Check the current academic year schedule for up-to-date information about when this course is offered.

GRN Activity Professional Cert AY1920 as of 09-04-19

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN": http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go: http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to: http://www.pcc.edu/resources/academic/degree-outcome/gero.html

GERONTOLOGY:
THERAPEUTIC HORTICULTURE ACTIVITY SPECIALIST
CERTIFICATE (39 Credits)

Portland Community College

This certificate prepares students to work as therapeutic horticulture activity specialists with diverse populations in therapeutic gardens and horticultural therapy programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, and other day or residential treatment and care facilities and activity programs. The coursework serves to enhance the skills of health and human services professionals. Finally, the certificate is appropriate for horticultural therapists, who design, implement, and evaluate therapeutic garden and horticultural therapy programs, and often work in interdisciplinary teams with occupational, physical, and recreational therapists and other health and human services professionals. When combined with a baccalaureate including 18 credits of human science and 18 credits of horticulture on the approved AHTA list, the certificate prepares students for designation as a Horticultural Therapist Registered (HTR) by the American Horticultural Therapy Association (see current standards below).

THAS Certificate Learning Outcomes
Students successfully completing this certificate will be able to:

- Work effectively with diverse populations in therapeutic gardens and therapeutic horticulture programs within pediatric, geriatric, psychiatric, offender, vocational and medical rehabilitation, educational, and other day or residential treatment facilities.

- Design, implement, and evaluate therapeutic garden and therapeutic horticulture programs meeting the physical, cognitive, and psychosocial needs of clients or patients, while applying professional skills and standards of the field.

- Complete the core therapeutic horticulture courses required to be registered as an HTR [Horticultural Therapist-Registered] by the American Horticultural Therapy Association when combined with required educational, continuing education and supervised work experience criteria.

Certificate Courses and When Offered:

Course #	Type*	Course Title	Credits	Offered	
GRN 165	W	Basic Activity Director Training	2	F, Sp	
GRN 166	C	Therapeutic Horticulture: Intro	1	Sp Only	
GRN 234	W	Intro: Dementia Care & Practice	4	F, W, Sp	
GRN 267	CW	Prof Therapeutic Horticulture	3	SU	2019
GRN 268	CW	Therapeutic Hort Strategies	2	F-1	2019
GRN 269	CW	Therapeutic Hort Skills I	2	F-2	2019
GRN 270	CW	Therapeutic Hort Programming	2	W-1	2020
GRN 271	CW	Therapeutic Hort Skills II	2	W-2	2020
GRN 272	CW	Therapeutic Gardens	3	SP	2020
GRN 273	CW	Interior Plants	3	Winter Only	
GRN 280A	F/w	CE: Gerontology Internship	4	All	
GRN 280B	W	Gerontology Internship Seminar	1	F & Sp	
GRN 282	W	Gerontology Professional Seminar	2	F & Sp	
PSY 236	W	Adult Development & Aging	4	All	
SOC 223	W	Sociology of Aging	4	F, Sp	
		TOTAL CREDITS	**39**		

For a list of Gerontology courses from the current PCC Catalog, go to the following site and search for "GRN": http://www.pcc.edu/schedule/

For a catalog overview of the Gerontology program, degree, certificates, and courses, go to: http://catalog.pcc.edu/programsanddisciplines/gerontology/#text

For PCC Gerontology Program website, to go: http://www.pcc.edu/programs/gerontology/

For a review of Gerontology Program Outcomes, go to: http://www.pcc.edu/resources/academic/degree-outcome/

GRN 267-272   *Must be taken in sequence, unless instructor approves. All courses are hybrid with online & class meetings on the PCC Sylvania Campus. See website: https://www.pcc.edu/programs/gerontology/horticulture-careers.html.*

TYPE: **C** = On Campus only   **W** = Online only, w/ some Live-Stream & interactive elements*
***CW** = ClassWeb (hybrid), both Online and on Campus Components   **F/w** = In the Field with Online Component*

HORTICULTURAL THERAPY REGISTRATION through AHTA

Students planning to apply for HTR registration should consult this link on the AHTA website: https://www.ahta.org/registration-requirements-and-process, for educational, internship and other requirements. All questions related to professional registration need to be addressed directly to AHTA. **Education:** Registration as a Horticultural Therapist requires a baccalaureate degree including 12 semester credits in human science courses and 12 semester credits in horticulture approved by the AHTA. PCC offers required and elective credits in both categories, but the conversion from semester to term credits presents a challenge in terms of exact equivalency as outlined in the PDF link: "Course Titles that Support the AHTA Core Curriculum Topic Areas." See tables below for suggestions to ensure required credits. Note that students can earn a Horticultural BS with a Horticultural Therapy Option at Oregon State University, which includes PCC's core HT courses, but OSU's curriculum is also in term credits. Students taking Human Science and Horticulture courses at other colleges/universities similarly need to consult with AHTA to ensure meet AHTA standards. **Internship:** The AHTA requires a minimum of 480 hours of field work supervised by a registered horticultural therapist for registration as an HTR. The internship credits in the THAS Certificate *can* count toward those required hours, if the AHTA internship requirements are met (http://www.ahta.org/internships). PCC's Melissa Bierman can provide HTR supervision for a limited number of students, offering them group and monthly individual supervision. She can also assist students in setting up alternative supervision.

The following tables indicate suggested options for students taking courses at PCC, with the reminder that AHTA makes the final decision of what courses they will accept:

AHTA Human Science Requirements – 18-term credits including 16 credits in the three required topic areas (must be 13.5 credits minimum):

Area	Course #	PCC Course Title	CR
General Psychology	PSY 201A and PSY 202A	Intro to Psychology –1 and Intro to Psychology –2	8
Abnormal Psychology	PSY 239	Abnormal Psychology (PSY201 prerequisite)	4
Human Lifespan Develop	PSY 215	Human Development	4
Plus one 3 or 4-credit elective course from these Topic Areas			
Adult Dev & Aging	PSY 236	Adult Dev & Aging	4
Group Dynamics	COMM 215	Small Group Communication	4
Counseling Theories	AD 153 AD152	Theories of Counseling Group Counseling & Addiction	3 3
Principles of Therapy	AD 150	Basic Counseling	4
Human Anatomy & Physiology	BI 121 FT 131	Intro Human Anat/Phys I Struct & Func Human Body	4 4

AHTA Horticulture & Landscape Requirements – 18-term credits including 16 credits in the three required topic areas (must be 13.5 credits minimum):

Area	Course #	PCC Course Title	CR
Intro to Hort	LAT 106	Plant Anatomy & Physiology (Fall)	4
Plant Propaga-tion	LAT 109 GRN273	Plant Propagation (Winter) Interior Plants (Winter)	3 3
Pest & Disease Mgmt	LAT 250 LAT204	Plant Disease, Insect, Weed ID (Spring) Pesticides	3 3
Plus one 3 or 4-credit elective course from these Topic Areas			
Plant Materials	HOR 226 HOR 227 HOR 228 HOR 255 HOR 272	Plant – Deciduous (Fall) Plant – Evergreen (Win) Plant – Flowering (Spring) Spring Annuals & Peren Summer Annuals & Peren	4 4 4 3 3
Landscape Design	HOR 290 HOR 291 LAT 111	Intro/Landscape Design (F) Landscape Design III (F) Landscape Construction Practices (Fall)	3 3 3

Note: The above configurations result in a total of 19 to 20 total term credits, exceeding the AHTA standard of 18 term credits or 12 semester credits. But the need to ensure 13.5 term credits (9 semester credits) in the <u>required</u> topic areas, using 3 or 4 term credit classes, results in a higher total number of credits.

Becoming an Age-Friendly University (AFU) Global Network Partner

The Age-Friendly University (AFU) initiative and AFU principles reflect the work of an international, interdisciplinary team convened by Professor Brian MacCraith, President, Dublin City University (DCU), to identify the distinctive contributions that institutions of higher education can make in responding to the interests and needs of our aging populations.

The Academy for Gerontology in Higher Education (AGHE) endorses the AFU principles and invites you to call upon your institution to endorse them and become part of the pioneering global network of age-friendly institutions of higher education. The 10 AFU principles have been adopted by institutions in Ireland, the United Kingdom, the United States, Canada, and beyond.

What are the 10 AFU principles?

1. To encourage the participation of older adults in all the **core activities** of the university, including educational and research programs.

2. To promote personal and career development in the second half of life and to support those who wish to pursue **second careers**.

3. To recognize the **range of educational needs** of older adults (from those who were early school-leavers through to those who wish to pursue Master's or PhD qualifications).

4. To promote **intergenerational learning** to facilitate the reciprocal sharing of expertise between learners of all ages.

5. To widen access to **online educational opportunities** for older adults to ensure a diversity of routes to participation.

6. To ensure that the university's **research agenda** is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults.

7. To increase the understanding of students of the **longevity dividend** and the increasing complexity and richness that aging brings to our society.

8. To enhance access for older adults to the university's range of **health and wellness** programs and its **arts** and **cultural activities**.

9. To engage actively with the university's own **retired community**.

10. To ensure regular **dialogue** with organizations representing the interests of the aging population.

How does my institution go about endorsing the AFU principles?

Complete these steps to join the AFU network to build more age-friendly institutions of higher education.

1. Meet with colleagues from your program (and interested others from affiliated programs) to review the AFU principles and map your institution's age-friendly assets, gaps, and opportunities. Seek faculty endorsement of the principles at the department, program, and/or institutional level.

2. Arrange a meeting with the appropriate member of your administration (e.g., president, provost) who would approve your institutional endorsement. Some institutions may also wish to discuss the initiative with a faculty assembly, a governance group, or curriculum committee.

3. Send confirmation of your institution's endorsement to Professor Brian MacCraith, President (DCU) **brian.maccraith@dcu.ie** and copy (cc:) both Christine O'Kelly (AFU Network Coordinator, DCU) **christine.okelly@dcu.ie** (website: **www.dcu.ie/agefriendly**) and AGHE **aghe@aghe.org**. In your letter, include the AFU contact at your institution, a link to your institution's website, and a copy of your institutional logo to be used on the AFU webpages. It is also useful to state what you wish to achieve by participating in the network, such as increasing the visibility of older adults on campus or influencing institutional policy reform.

Some FAQs

- *Is there a cost?* Currently, there is no cost to join; however, a membership model is being considered to support the rapidly growing network.

- *Does my institution need to fulfill all AFU principles?* While it is hoped that institutions will strive to address all principles to a degree, variation is expected given factors that distinguish institutions and their programs.

- *Who are the AFU partner institutions, and how can I learn more about AGHE membership and support?* Visit https://www.geron.org/programs-services/education-center/age-friendly-university-afu-global-network

AGHE AFU RESOURCES

WHAT'S HOT **- HIGHER EDUCATION AND AGING: THE AGE-FRIENDLY MOVEMENT**
Building the Case for Age-Inclusivity
Newsletter of the Gerontological Society of America, supported by AARP
Download your free copy: https://www.geron.org/publications/what-s-hot

AGE-FRIENDLY UNIVERSITY (AFU) WEBINAR SERIES
Supported through a grant from the Retirement Research Foundation to
AGHE for the Founders 3.0 Project
ALL WEBINARS ARCHIVED https://www.geron.org/programs-services/gsa-webinars
Becoming an Age-Friendly University (AFU) Partner
Joann M. Montepare and Kimberly S. Farah (Lasell College)
One Vision, Many Paths: Making an Age-Friendly University (AFU) Work for You
Carrie Andreoletti and Andrea June (Central Connecticut State University)
A Starting Point for Looking at Age-Friendliness on My Campus: AGHE Can Help
Nina M. Silverstein (UMass, Boston) and Marilyn Gugliucci (University of New England)

AGE-FRIENDLY UNIVERSITIES (AFU): PRINCIPLES, PRACTICES, AND OPPORTUNITIES
Special Issue of the *Journal of Gerontology and Geriatrics Education*

President's Fund for Excellence Letter of Intent (AY1819)

Working Title: **Flipping Returning Student Mindsets from Negative to Positive at the Front Door**

Project Summary

- Overview
- Needs, Goals and Objectives
- Primary Activities

The "Flipping Mindsets" project addresses the needs of students returning to college for learning, training or retraining after a gap of years or decades. One in eight PCC credit students is 40 or older, while many students in their 30's have been out of school for a decade or more. This perilous gap often results in these "encore learners" arriving with negative mindsets about their abilities, and lacking the tools, resources, and self-confidence to reset those mindsets. The Gerontology Program, through its 20 years of encore learner supports and innovative curriculum on the aging mind, mindset shift, and ageism, has developed materials, workshop formats, videos and other resources that provide students the evidence-based knowledge about how to efficiently and effectively fill that gap. The Project will produce video and online resources for these students, as well as train the trainer workshops, with video and online resources, for student services personnel and faculty, particularly those in orientation, advising and other front-door roles.

The primary activities will be a choreographed series of live workshops that will be recorded and edited into interactive online, annotated videos for students, student services personnel and faculty. Additional materials and studio-recorded "teaching points" will focus on supports for traditionally underserved students with the added challenge of ageism.

Project Impact

Building on PCC's End Ageism/Mindset Reset approach, the project will further explore strategies for preparing encore learners at the front door of their PCC experience. With evidence-based knowledge about aging and how learning brains really work at their particular age, students will be provided with the often-missing element of confidence needed to succeed in the training or retraining that lies ahead on their chosen PCC pathway.

PCC's encore learners are underserved, while often facing the compounding challenges of being persons of low-income and color. Unlike other underserved groups, however, PCC has no specific resources or programs for encore students to access when they arrive with unsteady confidence, due to their age or a gap in formal education. Those barriers to success will be targeted in this Project by offering the facts about institutional and internalized ageism, aging minds and exciting new research applied to reset that negative mindset to a positive one. Once reset, students will be better able to persist, stay on their chosen path and reach the educational goal.

Flipping Mindsets has powerful intersectional potential. Every encore learner returns to PCC with their experiential knowledge that often reaches what neuroscience has labeled "Crystallized Intelligence." Once understood in the context of racism and other forms of inequalities including ageism, it can be leveraged during new learning challenges and lead to success. The video, online, and train the trainer components of the project will reach a wide audience and produce sustained success.

Current Status (12/19)

The FMP developed 22 modules, student and student-services focused, as learning modules, including videos, research, self-assessment and applications. These are currently being tested by frontline advisors, and the final project will be posted on the PCC Advising website. Additional training of student services and advising personnel are planned.

APX 1-5:
Additional Changes as a Result of Specific Recommendations in the 2014 Program Review and Response

Below is a summary of key 2014 Recommendations to the SAC and to the Administration, which are continuing and those which have not yet been adequately addressed.

Recommendations for the SAC:

Continuing:

- ✓ Align AGHE Gerontology Competencies with Learning Outcomes Assessment Strategy and Integration of the Competencies into Curriculum *[See details in Section 2]*

- ✓ Revisit the Gerontology SAC specific questions in Course Evaluations in light of curricular and course format changes *[See details in Section 3F]*

- ✓ Assist PCC to re-engage its commitment to support older learners *[See the Flipping Mindsets Project and Coordination with Advising Redesign]*

- ✓ Enhance coordination with Student Support Services for the benefit of Gerontology Majors, particularly encore learners *[See Sections 4B, 4C and 7 E]*

- ✓ Work to formalize Articulation Agreements and Transfer Guides with Oregon universities *[See Section 7 G]*

Recommendations for Administrative Support:

Not Adequately Addressed:

- ✓ Provide a Sustainable Level of Administrative and Advising Support

- ✓ Provide support for the establishment of a Therapeutic Learning Garden – Has been modified to address need for Horticultural Therapy Program Lab Space *[Addressed in Section 7]*

- ✓ Implement Districtwide Age Friendly Policies – Has been modified to propose PCC District Endorsement of the Global Age-Friendly University Initiative *[See Section 8B]*

Continuing:

- ✓ Provide support in developing and finalizing articulation agreements and transfer guides

- ✓ Invest in ePortfolios for Learning Outcomes Assessment – We understand that some kind of ePortfolio program is planned for the District and we are interested to be involved in that effort, given our 6-year experience utilizing D2L's ePortfolio system.

- ✓ Assist in supporting and funding innovations that enhance and support student learning, especially encore learners – Our collaboration with the Advising Redesign Team through our Flipping Mindsets Project promises to enhance older learner supports.

- ✓ Facilitate and support ways in which CTE Programs and the Small Business Development Center can establish more effective partnerships for entrepreneurial options

AGHE GERONTOLOGY EDUCATION COMPETENCIES (GECs) - 2014

CATEGORY I - Foundational Competencies to All Fields of Gerontology

I.1 FRAMEWORKS FOR UNDERSTANDING HUMAN AGING — Utilize gerontological frameworks to examine human development and aging.

I.2 BIOLOGICAL ASPECTS OF AGING — Relate biological theory and science to understanding senescence, longevity and variation in aging.

I.3 PSYCHOLOGICAL ASPECTS OF AGING — Relate psychological theories and science to understanding adaptation, stability and change in aging.

I.4 SOCIAL ASPECTS OF AGING — Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.

I.5 THE HUMANITIES AND AGING — Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

I.6 RESEARCH AND CRITICAL THINKING — Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

CATEGORY II - Interactional Competencies Across Fields of Gerontology

II.1 ATTITUDES AND PERSPECTIVES — Develop a gerontological perspective through knowledge and self-reflection.

II.2 ETHICS AND PROFESSIONAL STANDARDS — Adhere to ethical principles to guide work with and on behalf of older persons.

II.3 COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS — Engage, through effective communication older persons, their families and the community, in personal and public issues of aging.

II.4 INTERDISCIPLINARY AND COMMUNITY COLLABORATION — Engage collaboratively with others to promote integrated approaches to aging.

CATEGORY III - Contextual Competencies Across Fields of Gerontology

III.1 WELL-BEING, HEALTH AND MENTAL HEALTH — Promote older persons' strengths and adaptations to maximize well-being, health and mental health.

III.2 SOCIAL HEALTH — Promote quality of life and positive social environment for older persons.

III.3 PROGRAM/SERVICE DEVELOPMENT — Employ and design programmatic and community development with and on behalf of the aging population.

III.4 EDUCATION — Encourage older persons to engage in life-long learning opportunities.

III.5 ARTS AND HUMANITIES — Promote engagement of older people in the arts and humanities.

III.6 BUSINESS & FINANCE — Address the roles of older persons as workers and consumers in business and finance.

III.7 POLICY — Employ and generate policy to equitably address the needs of older persons.

III.8 RESEARCH, APPLICATION AND EVALUATION — Engage in research to advance knowledge and improve interventions for older persons.

For more information about the 2014 AGHE Gerontology Educational Competencies, go to:
http://www.aghe.org/images/aghe/competencies/gerontology_competencies.pdf

Sixth Annual Teaching Institute
Translating AGHE Competencies For Programmatic And Classroom Alignment

INTEGRATING GECs INTO THE CLASSROOM

GETTING STARTED

COURSE AUDIT

Step 1 - Via Syllabus, Identify Course Elements Related to Course Competencies & Learner Outcomes

Step 2 - Connect Course Elements to Course Outcomes

Step 3 - Align Course Outcomes with Gerontology Education Competencies (GECs)

PROGRAM AUDIT (DEGREE/CERTIFICATE/CONCENTRATION)

Step 1 - Align Program Courses to GECs & Program Outcomes

COURSE AUDIT - Step 1

Syllabus Elements Related to Competencies & Learner Outcomes

Circle the following elements on your syllabus

(Ignore other elements, like: Instructor Contact Information, College and Department policies, Grading standards, Calendars, and so on).

➔ **Official Course Description** (As stated in college/university catalog)
Including **Addendum to Description** (Required for what programs, etc.)

➔ **Learner Outcomes** (LO)
(Might also be listed as Intended Learning Outcomes, Course Objectives, Course Competencies)

➔ **Assessment Tools**
(How Course Outcomes, Objectives, Competencies are Assessed)

➔ **Knowledge – Attitudes – Skills** (KAS)
(Core concepts, themes, issues, professional attitudes, process or work-related skills)

➔ **Weekly Learning Modules**
(Units, Lessons, Topical Focus)

Sixth Annual Teaching Institute
Translating AGHE Competencies For Programmatic And Classroom Alignment

COURSE AUDIT - Step 2
Aligning Course Elements to Course Outcomes

Course Name:	Course Description:		
Number of Credits:			

Topics	KAS	Assessment Tools	Outcomes
LIST COURSE ELEMENTS			
QUESTIONS			
Q1: Are these Topics/Units covering the KAS's and covering essential components to prepare students to achieve the Course Outcomes? Q2: Are there topics that are not really necessary to achieve the Outcomes? Q3: In light of reviewing the alignment of topics, KAS, Assessment Tools and Outcomes, what other modifications could be made to the course content and structure?	Q1: Do you see any KAS's that are needed to demonstrate the Outcomes that should be added? Q2: Are there KAS's listed here that are not adequately covered in the topical units?	Q1: Are the assessments actually assessing the Course Outcomes? Q2: Are you using rubrics that are tied to the Outcomes? Q3: Do you need to modify, add or eliminate any assessments?	Q1: Do the course elements fit the outcomes? Q2: Do you think there might be reasons to modify these outcomes?

Consider the flow and alignment among these course elements in both directions

Sixth Annual Teaching Institute
Translating AGHE Competencies For Programmatic And Classroom Alignment

COURSE AUDIT - Step 3:
Aligning Course Outcomes with Gerontology Education Competencies

Course Name:	Course Description:
Number of Credits:	

Refer to the GEC's Mapping Tool. Rate the level of alignment between the Learning Outcome and the I- and II-Competency Categories, as well as whatever III-Competency Categories apply, using the Mapping Level Indicators in the GEC Mapping Tool

Course Learning Outcomes	GECs Levels I, II, & III										
LO 1:	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III
LO 2:	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III
LO 3:	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III
LO 4:	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III
Total points for each GEC	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III

QUESTIONS
1. Are you happy with how the LOs and GECs align?
2. Do you notice any gaps or weaknesses?
3. Might those gaps or weaknesses be covered through other Program Courses?
4. In light of this analysis, would you consider modifying the Course LOs?
5. Any other suggestions for improvement at this point?

Sixth Annual Teaching Institute
Translating AGHE Competencies For Programmatic And Classroom Alignment

Step 1 - PROGRAM AUDIT (DEGREE/CERTIFICATE/CONCENTRATION)
Alignment of Program Courses, GECs & Program Outcomes

NOTE – *Conducting this Program Audit presupposes that Program Faculty have already considered the alignment of the Program Outcomes with the Gerontology Education Competencies. This step combines the Course GEC Point Totals to assess whether the combination of Program Courses adequate addresses the Program Outcomes.*

Program Courses	GEC Points											Program Outcomes
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	
Total Points/GEC	I.1	I.2	I.3	I.4	I.5	I.6	II.1	II.2	II.3	II.4	III	

QUESTIONS

1. Does the combination of Course GEC Point Totals align with the Program Outcomes?
2. Are there gaps in GEC Point Totals that should be better addressed in existing courses, or should the Program consider additional courses?

AGHE 2014 Gerontology Education Competencies (GECs): Processes, Outcomes, and Future Directions
Next Steps with GECs: Integration & Assessment

GECs MAPPING TOOL

2014 AGHE GERONTOLOGY EDUCATION COMPETENCIES (GECs)

CATEGORY I - Foundational Competencies to All Fields of Gerontology

FRAMEWORKS FOR UNDERSTANDING HUMAN AGING
I.1 Utilize gerontological frameworks to examine human development and aging.

BIOLOGICAL ASPECTS OF AGING
I.2 Relate biological theory and science to understanding senescence, longevity and variation in aging.

PSYCHOLOGICAL ASPECTS OF AGING
I.3 Relate psychological theories and science to understanding adaptation, stability and change in aging.

SOCIAL ASPECTS OF AGING
I.4 Relate social theories and science of aging to understanding heterogeneity, inequality and context of aging.

THE HUMANITIES AND AGING
I.5 Develop comprehensive and meaningful concepts, definitions and measures for well-being of older adults and their families, grounded in Humanities and Arts.

RESEARCH AND CRITICAL THINKING
I.6 Distinguish factors related to aging outcomes, both intrinsic and contextual, through critical thinking and empirical research.

CATEGORY II - Interactional Competencies Across Fields of Gerontology

ATTITUDES AND PERSPECTIVES
II.1. Develop a gerontological perspective through knowledge and self-reflection.

ETHICS AND PROFESSIONAL STANDARDS
II.2. Adhere to ethical principles to guide work with and on behalf of older persons.

COMMUNICATION WITH AND ON BEHALF OF OLDER PERSONS
II.3. Engage, through effective communication older persons, their families and the community, in personal and public issues of aging.

INTERDISCIPLINARY AND COMMUNITY COLLABORATION
II.4. Engage collaboratively with others to promote integrated approaches to aging.

Sixth Annual Teaching Institute
Translating AGHE Competencies For Programmatic And Classroom Alignment

AGHE 2014 Gerontology Education Competencies (GECs): Processes, Outcomes, and Future Directions
Next Steps with GECs: Integration & Assessment

CATEGORY III - Contextual Competencies Across Fields of Gerontology

III.1 WELL-BEING, HEALTH AND MENTAL HEALTH —
Promote older persons' strengths and adaptations to maximize well-being, health and mental health.

III.2 SOCIAL HEALTH —
Promote quality of life and positive social environment for older persons.

III.3 PROGRAM/SERVICE DEVELOPMENT —
Employ and design programmatic and community development with and on behalf of the aging population.

III.4 EDUCATION —
Encourage older persons to engage in life-long learning opportunities.

III.5 ARTS AND HUMANITIES —
Promote engagement of older people in the arts and humanities.

III.6 BUSINESS & FINANCE —
Address the roles of older persons as workers and consumers in business and finance.

III.7 POLICY —
Employ and generate policy to equitably address the needs of older persons.

III.8 RESEARCH, APPLICATION AND EVALUATION —
Engage in research to advance knowledge and improve interventions for older persons.

Mapping Level Indicators
0. Not Applicable
1. Limited demonstration or application of knowledge and skills
2. Basic demonstration and application of knowledge and skills
3. Demonstrated comprehension and ability to apply essential knowledge and skills
4. Demonstrated thorough, effective and/or sophisticated application of knowledge and skills

For more information about the 2014 AGHE Gerontology Educational Competencies, go to: http://www.aghe.org/images/aghe/competencies/gerontology_competencies.pdf

Prepared by Jan Abushakrah, Portland Community College. Contact jabushak@pcc.edu / 971-722-4077

SAC – GRN: Gerontology

Mapping Level Indicators:
- 0: Not Applicable.
- 1: Limited demonstration or application of knowledge and skills.
- 2: Basic demonstration and application of knowledge and skills.
- 3: Demonstrated comprehension and is able to apply essential knowledge and skills.
- 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Core Outcomes:
1. Communication.
2. Community and Environmental Responsibility.
3. Critical Thinking and Problem Solving.
4. Cultural Awareness.
5. Professional Competence.
6. Self-Reflection.

CORE OUTCOMES

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
GRN 165	Basic Activity Director Training	3	3	3	3	3	3
GRN 166	Therapeutic Horticulture	3	3	3	3	3	3
GRN 172	Adult Care Home Training	3	3	3	3	3	3
GRN 175	The Aging Mind	3	2	4	3	3	4
GRN 176	Cognitive Activity Design	3	3	4	3	3	4
GRN 181	Exploring the Field of Aging	3	2	3	2	3	4
GRN 201	Ageism	3	3	4	3	3	4
GRN 233	Supporting End of Life	3	3	4	4	4	4
GRN 234	Intro to Dementia Care & Practice	4	4	4	3	4	4
GRN 237	End of Life Therapies	3	3	3	3	3	3
GRN 239	End of Life Practices	3	3	3	3	3	3
GRN 240	Care and Service Coordination	3	4	4	3	3	3
GRN 245	Introductory to Guardianship	3	3	3	3	3	3
GRN 247	Applied Legal & Policy Issues in Aging	3	3	4	3	3	3
GRN 264	Advanced Activity Professional Training	3	4	4	3	4	3
GRN 267	Professional Therapeutic Horticulture	3	4	3	3	3	3
GRN 268	Therapeutic Horticulture Strategies	3	4	4	4	4	3
GRN 269	Therapeutic Horticulture Skills I	3	4	4	4	4	3
GRN 270	Therapeutic Horticulture Programming	3	4	4	4	4	3
GRN 271	Therapeutic Horticulture Skills II	3	4	4	4	4	3
GRN 272	Therapeutic Gardens	3	4	4	4	4	3

CORE OUTCOMES

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
GRN 273	Interior Plants	3	4	3	3	3	3
GRN 280A	CE: Gerontology Internship	3	4	3	3	4	3
GRN 280B	Gerontology Internship Seminar	3	4	4	3	3	4
GRN 282	Gerontology Professional Seminar	4	3	4	3	4	4
SOC 223	Sociology of Aging	4	4	4	4	3	4
SOC 230	Introduction to Gerontology	4	4	4	4	3	4
SOC 231	Sociology of Health & Aging	4	4	4	4	3	4
SOC 232	Death & Dying: Culture & Issues	4	4	4	4	3	4
PSY 236	Psychology of Adult Development & Aging	3	3	4	3	3	4
PHL 207	Ethical Issues in Aging	3	4	2	4	4	4

Note: The four SOC and PSY236 courses appearing in the matrix are under the Gerontology department account - GRNx.

The GRN & SOC mapping level indicators appearing in this matrix were updated as recently as April 2015. The PSY 236 mapping level indicators modified the PSY Core Outcomes Mapping Matrix in their 2018 Program Review, because that rating did not reflect the substantive course revision made by Jenny Sasser in 2016. PHL 207 mapping level indicators were reviewed in February 2019 for accuracy.

Summary of Program (Degree/Certificates) Assessment Reports

LOA Log 2013-2019

<u>2013-14</u>:   Assessed Professional Competence Outcome through Internships, including Supervisor, Instructor, and Student Assessment Reports.

<u>2014-15</u>:   No report

<u>2015-16</u>:   Introduced the GSA/AGHE Gerontology Education Competencies (GECs) and mapped alignment of Degree/Certificates Outcomes with the GECs using our Program Audit framework.

<u>2016-17</u>:   Submitted a Non-Traditional Report, detailing revisions of courses, degree/certificates in terms of previous assessments, and detailing student learning outcomes in two core courses, based on Capstone Rubrics and the new Final Student Self-Assessment Quiz.

<u>2017-18</u>:   Submitted a Focal Assessment on Ageism, detailing results of new course, GRN201 (Ageism) and example of Pre- and Post-Survey of students of age attitudes and ageism.

<u>2017-18</u>:   Submitted first TSA report on students completing the AAS Degree.

<u>2018-19</u>:   Submitted second TSA report on students completing the AAS Degree

All LOA reports since 2011 are listed, with links to full reports in Spaces.

SAC Course Evaluations and SAC Specific Questions

Proposed Revisions to the Gerontology SAC Specific Questions
- "The instructor established and met clear guidelines for responding to communication."
- "The content of this course provided useful information."
- "The course increased my knowledge of aging-related issues."
- "I believe things I learned in this class will be useful in my life."
- "For online learning did group cohorts or discussions assist with learning?"
- "Was the class reading material interesting and up to date?"
- "Did you ever contact the instructor for help or guidance? If so, was it helpful? Were your concerns best resolved via email, phone or in person?"

Move to Instructor Specific Questions in courses that include in-class or hybrid/streamed content. These include the following courses: GRN165, GRN175, and GRN176, GRN181, and 264, as well as all HT courses (GRN267-272), and SOC223, SOC 230, SOC 231, and SOC 232:
- "How many optional in-class meetings did you attend in-person or by live-stream?"
- "I took advantage of in-class, live-stream, and/or video recorded course content and found it worthwhile."
- "I was provided with interactive opportunities such as guest speakers, or field trips outside of the online environment. If so, did you find them worthwhile?"

Proposed Revisions to the Sociology SAC Specific Questions
- "Has this course influenced your perception of your place in the society in which you live? If so, how?"
- "The online lectures for this course provide useful information."
- "This course increased my knowledge of aging-related issues."
- "I believe things I learned in this class will be useful in my career path."
- "I believe things I learned in this class will be useful in my life."

Move to Instructor Specific Questions for SOC223, SOC 230, SOC 231, and SOC 232 only:
- "How many optional in-class meetings did you attend in-person or by live-stream?"
- "I took advantage of in-class, live-stream, and/or video recorded course content and found it worthwhile."
- "I was provided with interactive opportunities such as guest speakers, or field trips outside of the online environment. If so, did you find them worthwhile?"

Current Gerontology SAC Specific Questions
- "The instructor established and met clear guidelines for responding to communication."
- "The online lectures for this course provided useful information."
- "The course increased my knowledge of aging-related issues."
- "I believe things I learned in this class will be useful in my life."
- "How many optional in-class meetings did you attend?"
- "I found the in-class meetings worthwhile."

Current Sociology SAC Specific Questions
- "Has this course influenced your perception of your place in the society in which you live? If so, how?"
- "The online lectures for this course provide useful information."
- "This course increased my knowledge of aging-related issues."
- "I believe things I learned in this class will be useful in my career path."
- "I believe things I learned in this class will be useful in my life."
- "I found the in-class meetings worthwhile."

Mike's questions/input:
The questions on in-class meetings being worthwhile are not applicable for all classes, since all classes do not offer optional in-class sessions for their students. I notice that this frequently confuses students completing the evaluation. Should these questions be moved to course specific questions only in the classes that offer optional in-class sessions? Please provide me with your thoughts on this.

Jenny's Input (in red):
Gerontology SAC Specific Questions
- The instructor established and met clear guidelines for responding to communication.
- The online lectures for this course provided useful information. I'd prefer a different term than "lectures" as the courses I design and teach do not have lectures but various collaborative inquiry discussion, embedded assessments, and digital resources.
- The course increased my knowledge of aging-related issues.
- I believe things I learned in this class will be useful in my life.
- How many optional in-class meetings did you attend? This implies that every course has in-person meetings, which they don't. So if an instructor doesn't have an in-person session, this question can suggest they aren't doing something they should be doing. If we are expected to do this, then it needs to be a program policy and mandated. Perhaps there could be a broader question about opportunities to interact with the instructor (and classmates) outside of the online environment, including optional in-person sessions but other opportunities as well.
- I found the in-class meetings worthwhile. Same concerns as above.

Sharon's Input:
I agree Mike that the "in class meetings" is confusing for students of online only classes. Perhaps moving the question to a different section of the evaluation would be best.

Mary Jo's Input:
I agree with what has already been identified.

Melissa's Input:
I do not know if you can add questions, but here are a few:
- Did field trips and guest speakers enhance learning?
- For online learning did group cohorts or discussions assist with learning?
- Was the class reading material interesting and up to date?

Connie's Input:
Agree with statements presented. Would add: Did you ever contact instructor for help or guidance? When given help were your concerns best resolved via email, phone or in person?

Table of Faculty, Courses Taught, and Relationship to the Program's Degree/Certificates

FULL-TIME

Jan Abushakrah, Gerontology
— SOC230 – Introduction to Gerontology
— SOC223 – Sociology of Aging
— GRN181 – Exploring the Field of Aging
(with Annette Lansing)
— GRN280A – Gerontology Internship
— GRN280B – Gerontology Internship Seminar
— GRN282 – GRN Prof Seminar
(with Annette Lansing)

Mike Faber, Gerontology
— GRN 234 – Introduction to Dementia Care & Practice (formerly GRN 235 and GRN 236)
— SOC231 – Sociology of Health & Aging
— SOC232 – Death and Dying: Cult & Issues
— GRN280A – Gerontology Internship

PART-TIME

Roger Anunsen, Gerontology
— GRN175 – The Aging Mind
— GRN245 – Introduction to Guardianship
— GRN247 – Applied Legal & Policy Issues in Aging
— GRN176 – Cognitive Activity Design
— GRN177 – Arts & Cognitive Activity Design (as of Spring 2015) – Inactivated as of Fall 2019

Melissa Bierman, Gerontology
— GRN166 – Therapeutic Horticulture
— GRN267, 268, 269, 270, 271, 272 (The HT sequence – see posting on website)
— GRN273 – Interior Plants

Annette Lansing, MAT
— Career Management Courses:
— GRN181 – Exploring the Field of Aging
(with Jan Abushakrah)
— GRN280B – Internship Seminar (Jan teaches this now)
— GRN282 – Gerontology Professional Seminar
(with Jan Abushakrah)

Connie Ratti, CTRS
— GRN165 – Basic Activity Director Training
— GRN265 – Activity Professional Training I – DISCONTINUED - INACTIVATED
— GRN266 – Activity Professional Training II = INACTIVATED
— GRN264 – Advanced Activity Professional Training (3 credits, as of AY1920)

Mary Jo Saavedra, Gerontology
— SOC231 - Sociology of Health and Aging
— GRN240 Care & Service Coordination

John Holmes, Philosophy
— PHL207 – Ethical Issues in Aging
(Note: Not in GRN account)

Cathy Hutchison, RN
— GRN172 – Adult Home Care Training
— See her website: YouRNurse Consulting – www.youRNurse.net

Jenny Sasser, PhD
— GRN 233 – Supporting End of Life – no longer teaches
— GRN 201 – Ageism
— GRN 280A – Gerontology Internship
— GRN 239 - End of Life Practices – teaches only occasionally – see below on Nancy Ward and Asher Wallis

Sharon Benjamin
— GRN 233 – Supporting End of Life

Florence Spraggins
— PSY 236 - Psychology of Adult Development and Aging
— AD 105 – last taught Spring 2018 – No longer required by GRN

Nancy Ward
— GRN 237 - End of Life Practices
(occasional instructor)

Asher Wallis
— GRN 239 - End of Life Practices
(occasional instructor)

Michael A. Faber, MA, AGHEF
Faculty / Advisor

Early in my college career I discovered the field of Gerontology, and from my first class I knew that this was the career path for me. I had found my passion! Working for the last thirty years in a wide variety of positions within the field has only served to confirm and strengthen this passion. I especially like the fact that this field is still evolving, which provides me with opportunities to be a true pioneer, to be creative, and to do new things that have never before been done. I believe that the future of aging in America is yet to be created and am excited to be a part of this future planning and development.

I have a BS in Gerontology and undergraduate certificate in Mental Health & Aging from Madonna University (Livonia, Michigan), and an MA in Sociology with a specialization in aging and the life course from Marquette University (Milwaukee, Wisconsin). I began my career in aging while still in college as a home health care aide working with frail home bound and terminally ill older adults. My first job, out of graduate school, was working for a County-based Council on Aging to provide case coordination and support to frail home bound seniors. I then held a position as a Long-Term Care Ombudsman, advocating for the needs and rights of nursing home residents within a 9-county region in Western Michigan. Following this job, I served as a Dementia Specialist working to support and educate families caring for loved ones with Alzheimer's disease and related forms of dementia. The 17 years, prior to coming to PCC, I worked at Grand Rapids Community College in Grand Rapids, Michigan as a gerontology educator and program administrator. I this capacity, I had the opportunity to establish a nationally recognized Older Learner Center, as well as develop and teach in a 32 credit undergraduate Gerontology Certificate program.

In my current role as full-time faculty at PCC, I teach GRN 234 Introduction to Dementia Care, SOC 231 Sociology of Health and Aging, SOC 232 Death and Dying: Culture and Issues, and HUS 102 Mental Health First Aid (Adult). I live in Sherwood, OR with my wife and three of our six children, where we enjoy hiking and the beautiful nature that Oregon has to offer.

My teaching Mission: To instill passion in my students for the field of Gerontology. There is nothing more rewarding than seeing the light bulb go off in a student when they find their passion and direction in this field. I also encourage students to think outside the box and to employ an entrepreneurial spirit in regard to their future career direction, since the future of aging in America is still evolving and many of the Gerontology jobs of the future have yet to be created.

Roger Anunsen
Faculty

Roger Anunsen is a brain health educator, cognitive intervention designer, author, program consultant and personal cognitive intervention coach based in Oregon. His gerontology courses include *The Aging Mind*, *Applied Legal & Policy Issues in Aging* and *Cognitive Activity Design.*   In 2018, Roger was named the nation's top adjunct college instructor by the Academy for Gerontology in Higher Education.

A pioneer in the field of memory and aging since 2001, Roger's educational methods were developed through hands-on experience teaching students, older adults, and health care professionals how to apply the latest breakthroughs from neuroscience to real-life challenges.

The MINDRAMP Method© was introduced at the first "Global Conference on Ageing" at the University of Oxford and, with his MINDRAMP partner Michael C. Patterson who is based in Los Angeles, conducted a sold-out seven-hour brain health seminar at the Smithsonian Institution.
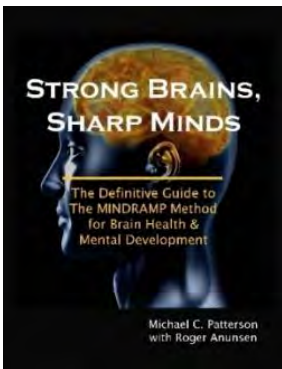
Anunsen and Patterson have co-authored eBooks including their textbooks *Strong Brains, Sharp Minds* (2017) and *Cognitive Activity Design* (2015) as well as their recently published *Cognitive Wellness Playbook* (2018)

For more information visit www.mindramp.org
Contact: 503-636-7400
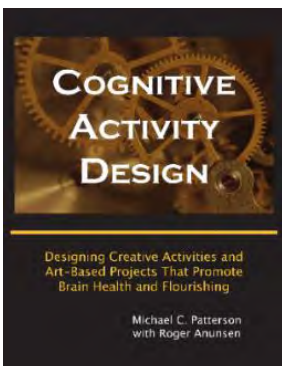
Melissa Bierman
PCC THAS Certificate Program

Growing up as an only child I occupied myself by playing outside. I rode my bike, made forts with neighborhood kids, and gardened with my grandparents. Everything about the experiences in nature felt right and a part of who I am.

Ask I grew older, I knew nature and working with plants had to be a part of my daily work. There was no question about that. Being inside and working at a desk was not something I could fathom. Therefore, I chose a career path in plant sciences. I completed my bachelor's in science in Horticulture from Montana State University in 1999. My focus was on market gardening and alpine ecology. I completed my internship at the Cheyenne Botanic Garden.

After graduating, I moved to Portland, Oregon so I could garden year-round. I quickly began working in the retail and wholesale plant industry. I loved the people and the plants in the PNW and learned everything I could about professional gardening.

In 2000, I started volunteering at Legacy Health in the therapeutic horticulture program. I quickly learned that this was my life career path. Combining health and healing in a therapeutic garden with focused treatment goals in a hospital was my career goal. I completed the horticultural therapy certificate program at Legacy in 2004 and obtained my Registration as a Horticultural Therapist. I started my own consulting firm, Goodness Grows LLC during this time. Further, I worked as a Registered Horticultural Therapist at Legacy Health and Adventist Medical Center in Behavioral Health. I helped start the therapeutic garden at Adventist Medical Center in 2007.

Healthcare and hospitals were fascinating to me and how they aid and heal after traumatic events. In 2015, I obtained my Master's in Healthcare Administration from Oregon Health and Science University. In 2017, I received Lean Practitioner status from PSU Executive Education Center.

In 2017, I helped open Unity Center for Behavioral Health as Counseling and Therapy Manager. At Unity we have two therapeutic gardens that serves 50+ patients and provide HT services there.

I love my career in horticultural therapy and helping others learn about horticultural therapy as well. My educational philosophy is supported by evidence-based healthcare articles and breaking research on nature and therapeutic horticulture. Hands on learning and listening to guest speakers in the healthcare field help solidify learning. I incorporate valuable field trips, nature projects, and extra credit during all my classes.

Annette Lansing, MAT

PCC Gerontology Career Management Courses

Gerontology found me, not the other way around. I'd always been one to work with people, that personal connection being important to any work satisfaction. I had worked in the theater, recreation, hospitality, and customer service, before going back to school to get my Master of Arts in Teaching at Lewis & Clark College in 1993. I thought I wanted to teach children, but I found I was mistaken. So, after graduate school, I ended up working for fifteen years as a product manager. At the beginning of the Great Recession in 2009, I lost my job when the company was sold and moved to Ohio. I started taking courses in the Gerontology Program, because someone in the field whom I respected had said, "Annette, we need people like you."

Why the long story? Because many of our students come to Gerontology needing a career change, just like I did. My story is not that unusual. Not only do I teach in the Gerontology Program, but I went through the program myself and graduated with several certificates in 2010. Jan Abushakrah saw me helping fellow students with their resumes (drawing on my past experiences and skills) when I was taking GRN282 Gerontology Professional Seminar. She told me I should apply for a position as a Peer Mentor, a program available at the time through grant monies.

One PCC Casual Employee experience lead to another, and I have been teaching Career Management Courses for the Gerontology Program since 2014, including presenting Job Skills Workshops at our Gerontology Mondays four times per term. I help with the marketing of our courses, workshops and seminars and other initiatives that make this program so vibrant and cutting edge. Transferable skills are a lovely thing – as I tell students all the time.

Outside of PCC, I have several other part-time jobs. I work with my parents, who are both in their late eighties, helping them with things like finances, scheduling and transportation. I also have a small business that is still in development stage called Revision Careers. My last job to mention is one that I love to tell students, because it was originally developed by me as a potential internship for myself when I was going through the Gerontology Program! I work as an instructor at the Multnomah Arts Center, teaching several art classes to students "60 + Better."

Connie Ratti, CTRS, ACC

As a child I loved art and music. Showed some gifted abilities and was sent to the Case Western Reserve/ Cleveland Art Institute during my high school years. Attended Bowling Green State University and graduated with a Bachelors in Fine Arts. Worked in Advertising for 22 years, doing art/graphics, technical line drawing/botanicals and mechanical informational materials/commercial package design and copy writing for ads/brochures. Met many people, projects and places which fed my natural curiosity. Enjoyed making things, creating things and doing things, but was not very good at sports…loved them but was not your natural athlete. Liked tennis, hiking, swimming, biking and kayaking but was never what you would say very good or fast… always started with the group, always was the last one to finish, always enjoyed the social elements of sports. Just enjoyed doing all kinds of stuff. In 1995 to 2000 complete post bachelor work in Recreational Therapy at Eastern Washington University and received my National Certified Therapeutic Recreational Specialist, CTRS and also received the National Activity Consultant Certification through National Certification Council of Activity Professionals. Imagine that a career where you get paid to do all kinds of stuff – art, music, crafts, sports, tai chi, yoga and whatever interest you, doing it with others, helping to expand their horizons and yours. Thought I dead and when to heaven. It was great and I have worked for with the mature adult, the slightly and greatly impaired cognitional. I was given all kinds of wisdom and gifts of humor, beauty and joy from being with these people.

I teach the Basic Activity Director Class, GRN165 and the two advance training classes for Activity Professional training, GRN 265 and GRN 266. These classes help a student get their Gerontology Portland Community College Certification and set them on the path to getting their National Certification should they desire. One does not always have an easy day, but I always had a good day being an Activity Professional. Oh the places you will go, the things you will learn and the wisdom you appreciate when seen through eyes other than your own. I love working in gerontology.

My teaching and gerontology mission: My teaching belief is simple. No student will fail or be frustrated if I do everything I can to communicate. Communication is my responsibility and I got up to day to not sit on the bench and watch but to do some good today. My personal and gerontology mission is simple.   Every day I want to enjoy beauty, humor and joy – life is too short not to do this.

Mary Jo Saavedra, M.A.I.S.; CMC; CSA; CAPS

Mary Jo is a Gerontologist and Life Planning Professional for Fisher Investments and teaches online for PCC. In her corporate role she works directly with older individuals and families helping them to navigate planning for their wellbeing now and in their years ahead. She is the author of Eldercare 101: A Practical Guide to Later Life Planning, Care and Wellbeing, where she shares her system called The Six Pillars of Aging Wellbeing for holistic care management and planning your best life. Mary Jo is a sought-after speaker and consultant on the topics of care management, wellbeing and generational traits. Prior to her corporate career, she had her own private practice as an Aging Life Care Professional, helping individuals and families with care planning and management, crisis management and advocacy. She has been a long-time educator in the field of Gerontology and Spiritual Direction at Universities in the Portland area.

Mary Jo says she enjoys discovering and sharing where gerontology, business, and spirituality merge to shape and inform the quality of life for older individuals. She credits her pursuit of Gerontology to her mother who died at age 91 from complications with Alzheimer's Disease while Mary Jo was caring for her and completing her thesis. She learned through that grace filled time that there were little in any resources readily available to be a caregiver and has now made it her mission to reach as many people as possible with her solutions, services and tools so that caregivers and those they care for can have the best quality of life possible.

Mary Jo's educational background consists of a Masters in Interdisciplinary Studies in Gerontology; Masters Certification in Gerontology; Certification as an Advanced Aging Life Care Professional, Certification as a Senior Adviser; BA in Religious Studies and Philosophy; BA Certification in Business Management; Certification as an Aging in Place Specialist (CAPS); Certification as a Senior Advisor (CSA) and a Certified Spiritual Director.

John Holmes, PhD, HEC-C
Adjunct Instructor

I've been teaching philosophy and ethics in higher education for over 20 years. In my early teaching experiences I realized after a few years that my rather theoretical approach to the topic of ethics wasn't resonating as well as it could with the nursing and clinically oriented students in my courses. So, I decided to dive more deeply into the realm of health care ethics, particularly clinical ethics consultation, to learn how to make my courses more relevant. I was in love with this new approach! Finally, I could begin to see how my love of teaching, love for helping others practically, and my love of thinking abstractly, could come together in a way to make a deeply meaningful impact on people's lives (patients and students). My foray into health care ethics began in 2004, when I was fortunate to connect with Father John Tuohey, PhD, who at the time was the Endowed Chair/Director for the Providence Center for Healthcare Ethics located at St. Vincent's Hospital, Portland, Oregon. He was gracious enough to take me on as a contributing faculty member for the Center where I participated regularly on the ethics consult teams and gave occasional educational seminars and paper presentations for the Center.

I've been teaching at PCC for over 15 years, and I just love being an instructor. I mainly teach online (Phl 205: Biomedical Ethics and Phl 207: Ethics and Aging) and feel over the years I've developed a very successful approach to online learning that promotes student success. I'm committed to working closely with students to help them not only complete my courses successfully, but also help them navigate the competing pressures that often get in the way of success.

In addition to being an adjunct instructor for PCC, I am the Director of Mission and Ethics for the PeaceHealth Oregon Network of Care. In this role, I am responsible for the ethics program at Sacred Heart Medical Center - RiverBend, Sacred Heart Medical Center - University District, Cottage Grove Community Hospital, PeaceHarbor Community Hospital in Florence, PeaceHealth Oregon Medical Clinics, and PeaceHealth Oregon Home Health and Hospice Services, all of which are in Lane County, Oregon. I oversee the ethics consultation service for the network and I run the various ethics committees. I've also taught philosophy courses for the University of Oregon, University of Portland, and Washington State University. I received my PhD in Philosophy from Michigan State University in 2000. I also received my Master's degree in Philosophy from Michigan State University, and attended the University of Minnesota - Duluth during my undergraduate years.

In January 2019 I received my certification in Healthcare Ethics Consultation from a special commission within the American Society of Bioethics and Humanities. I was a member of the inaugural class of candidates across the nation to sit for the certification exam and to receive this newly offered certification.

I serve as Vice-Chair of the Institutional Review Board for the University of Oregon where I am also a Courtesy Assistant Professor in the Department of Philosophy. I am also on the editorial board for the journal HEC Forum (HEC stands for Healthcare Ethics Committee) for which I am an active peer reviewer of manuscripts that are submitted for possible publication in the journal. I also have a wonderful wife whom I've been with for over ten years. We each have an adult child from previously marriages and we have another younger child which we made together.

Jenny Sasser, Ph.D.

Background:
I have been working in the field of aging for more than half my life, beginning in my late teens as a nursing assistant. I loved engaging in frontline, direct care of older adults – it was more than just a way to make some money to pay for college -- and for some time I thought I was called to be a music therapist or physician. But I found myself increasingly preoccupied with diverse and complex lived experiences of aging and becoming an older person, and how these experiences are shaped by particular times, places, and spaces. I wanted to know more! And then I discovered gerontology, which at the time (in the mid-1980s) was but a small and little-known academic area of theory, research and practice. I emerged myself in the process of becoming an educational gerontology scholar and teacher.

As an undergraduate student I attended Willamette University, in Salem, Oregon, majoring in Psychology and Music. My interdisciplinary graduate studies at University of Oregon and Oregon State University focused on the Human Sciences, with specialization areas in adult development and aging, women's studies, and critical social theory and alternative research methodologies. My dissertation became part of a book published by Routledge in 1996 and co-authored with Dr. Janet Lee: *Blood Stories: Menarche and the Politics of the Female Body in Contemporary US Society*.

For the past twenty years I have focused my research and writing in the areas of creativity in later life; aging and embodiment; curriculum design and teaching; critical gerontology theory; adult learning practices; and cross-generational collaborative inquiry.

I served as Chair of the Department of Human Sciences and Founding Director of Gerontology at Marylhurst University from 1999 to 2015. I joined the Marylhurst faculty as an adjunct member of the Master of Arts in Interdisciplinary Studies program in 1997 and during the subsequent 19 years was involved in designing many on-campus and web-based courses and programs for adult learners.

In May 2016 I joined the part-time Gerontology faculty at Portland Community College/Sylvania, teaching *Psychology of Adult Development and Aging*, *Supporting End-of-Life*, and *Understanding and Ending Ageism*. In June 2018, I joined the full-time faculty in Human Development and Family Sciences at Oregon State University, serving as lead instructor for a new program in Portland.

I am co-author, with Dr. Harry R. Moody, of *Aging: Concepts and controversies* and of the recently published book from Routledge, U.K., *Gerontology: The basics. I've also authored or co-authored several book chapters, journal articles and essays.* My other ongoing commitments include convening the Gero-Punk Project and serving as a reflective conversation facilitator and trainer for Oregon Humanities.

Teaching/Learning Philosophy:
I've always considered myself to be a learner first, then a teacher. My approach to advising, mentoring (and being mentored by) students, and teaching – whatever the context and whomever the "students" are – is collaborative. I believe students, no matter their age or stage, are experts about their own experiences and it is my job to harness and support their capacities as self-directed learners. As well, I believe in the importance of curiosity, respect, critical thinking, open-mindedness, and freedom of thought, thus the learning experiences and environments I create (or co-create) are predicated on these principles.

I bring to the classroom – whether in-person or virtual -- my experiences and expertise, my depth of understanding of various theoretical perspectives, bodies of research, and approaches to praxis, as well as my own passionate commitments, but I do so in the role of a guide rather than a sage. My aim is to invite and inspire students to bring their own experiences and expertise into our learning community, to engage together in active learning on behalf of developing a deeper critical thinking capacity, solid grasp of central concepts and perspectives, and sense of one's self as an empowered agent of change. I emphasize individual reflection and self-care practices, collective engagement and collegiality, and life-long learning. I want to foster a fertile learning environment.

Sharon Benjamin, RN, MSN, ANP

I have been working as a nurse in many capacities for over thirty years. For the last twenty years I have focused on hospice and palliative care. This type of work is more of a "calling" than a choice, I believe, and I have loved the interdisciplinary team approach of caring for patients and their families at the end of life. I started my career in California, receiving my baccalaureate in nursing from Cal State East Bay. I then began working inpatient pediatrics at Kaiser Oakland. Over time I tried my hand at OB/GYN, advise nursing and even Ophthamology, but finally finding my niche in hospice.

I became tired of the California rat race and longed for the country life so I moved myself and my two daughters to Ashland, Oregon and pursued a career as a hospice nurse in various roles for ten years. At that point I decided to take a sabbatical. My daughters and I went to live in the UK for six months. It was a fantastic adventure traveling in Europe and the three of us have had the travel bug ever since!

After the death of my mother in 2009, I was inspired to further my education by going back to school for my master's degree in nursing with an adult nurse practitioner certification from University of Cincinnati in 2011. This was a completely on-line program which I really loved. Upon graduation, I moved to Portland to work with Providence Hospice, providing support for the nurse case managers, and seeing patients for symptom management as well as for Medicare regulatory requirements. It has been so rewarding to be part of an amazing team of practitioners and nursing staff-practicing the kind of nursing that allows me to really be present with patients, listen to their concerns and address not only physical symptoms, but also emotional and spiritual distress.

Teaching is something I have done throughout my career in varied venues, working with classes of community CPR to hospice volunteers. Now I am finding that I want to focus more of my time in the field of gerontology. Most of my patients are elderly, often over 90 years old, and my work in hospice and gerontology has prompted me to share my knowledge in this fascinating and profoundly moving field of study by being a part time faculty member at PCC. When I'm not working I'm likely to be in the garden or hiking with my dogs. My daughters are all grown up now, but we still spend a lot of time together. I have a great love of animals and have my own menagerie of dogs, cats, geckos and guinea pigs. *My teaching mission:* To share my knowledge about the end of life journey as well as collaborate with students, faculty and patients to provide quality of life for the aging population and those with life limiting illness.

Florence Spraggins

I am currently a part-time instructor for both the Psychology and Gerontology Departments. It has been my honor to have been working at PCC since 2001.

My educational background is somewhat varied. I started college at Kalamazoo Valley Community College where I earned an Associates degree, then graduated from Western Michigan University with a Bachelor's in social work (minored in political science). Many years later, I completed my master's degree in education with a focus in counseling at Portland State University. I also earned a graduate certificate in child & adolescent Treatment.

My professional career started at Job Corps Center program, a Federally funded program for disadvantaged youth. During my seventeen years there, I worked as a residential advisor, guidance counselor, and finally, in management. To borrow a phrase - it was the "hardest job I ever loved!" I have also worked in both in- and out-patient addictions.

PCC has been a wonderful experience. I started out at the CLIMB Center where I worked developing/coordinating conferences/classes/continuing education for health professionals. At that same time, I started working part time for the Cascade Addictions Program. I began to teach Ensuring Quality Care for those who wanted to work in the Adult Foster Care environment. I eventually worked as a full-time instructor for the Addictions Program for two years, then began to teach psychology courses. At the same time, I was an Online Development Facilitator/Mentor in the Distance Education area.

I have also worked as a part time faculty member at Mt. Hood Community, teaching College Success, Health Careers and Ensuring Quality Care.

For five years I was on the Board of Directors for the Addiction Counselor Certification Board of Oregon (ACCBO) and was a member of the Oregon Coalition of Addiction Studies Educators from 2003-2008. I have worked as a Quality Matters Master Reviewer, helping others to develop and/or improve their online courses. I maintain a current master level Certified Alcohol/Drug Counselor credential (CADC III).
In my spare time, I take Zumba classes, walk, and garden. I love to travel and have been to 45 states and 26 countries. I enjoy television, movies and cooking.

My philosophy of teaching is that it is a helping profession. Every term I look forward to having the opportunity to be part of the student college experience.

Asher Wallis

For as long as I can remember I have felt a deep attraction to learning about the historical movements and heroic personalities associated with nonviolent social change and civil disobedience. The Gandhian principle of *satyagraha* ("holding to Truth" or "Truth-force") in the context of Indian independence and the American Civil Rights Movement were my earliest exposures to the world of *ahimsa* or nonviolence. I recognize now that, in addition to the discipline and effectiveness of such movements, what inspired me most was the vibration of fundamental Truth emitted by nonviolent action—the vibration that causes the heart to resonate and open to a shared humanity.

Growing up, I was often paralyzed by emotional and physical tension within myself when faced with conflict. On the one hand, my mental conditioning made it easy to slip into harmful expressions of anger and vicious cycles of anxiety. On the other, I was nurturing a deeply held aspiration to wage peace and to be an agent of healing in the world. Over time, and with much training, the grip of the conditioning has weakened while the aspiration has evolved into dedication, the dedication into practice, and the practice into a lifestyle and profession of cultivating peace. My work as a chaplain, bereavement coordinator, and volunteer coordinator with two Portland hospices; as a core member and community educator with the *End of Life Care Collaborative;* and now as a grief counselor, guest lecturer, and writer in private practice with *Inviting The Conversation*, represent the maturing of a vision and the allowance of these wholesome desires to breathe fully.

While at UC Santa Barbara, I double majored in Religious Studies and Art History. I found that my learning about the world's faith-based, contemplative, and artistic traditions required the cultivation of four distinct, but interrelated capacities or skills: 1) a profound and open sense of wonder, 2) critical analysis, 3) the ability to hold space for paradox, and 4) meaning-making through narrative and metaphor. These skills have become indispensable allies in the arts of conflict transformation, peacebuilding, and grief counseling as I practice them today.

With the intention of continuing my growth along this path, I attended Portland State University and earned an MA in Conflict Resolution. It was at PSU that I completed advanced mediation and negotiation training, volunteered as a mediator and group facilitator with the Conflict Resolution Resource Center, deepened my commitment to socio-economic and racial justice, and began exploring the world of end-of-life (EOL) care and planning. Additionally, I have presented to chaplains, social workers, medical professionals, and volunteers on religious and cultural competence in EOL care and have compiled a list of local resources to support hospice professionals as they serve a diverse community.

My teaching philosophy relies on the power of blending the contemplative and somatic with the intellectual and analytical. It also draws energy from playful and deep dialogue that questions basic assumptions—from a wrestling with notions of subjectivity and objectivity related to material that we cover. In the classroom, we collaborate in the creation of a safe and accepting container in order to facilitate this sincere exploration. I want students to come away from the class with a sense of wonder at all the things they forgot they already knew—at the rich corners of their own minds. More than anything, I want the personal discoveries made in the classroom and through assignments at home to be carried out into the world in order to transform a culture laden with dysfunction on the matters of grieving and dying, into one of wisdom and applied kindness.

GRN – Gerontology Instructor Qualifications

Revised November 2013; GRN 175, 176, and 273 added December 2014
https://www.pcc.edu/instructor-qualifications/GRN-GerontologyInstructorQualifications/
https://www.pcc.edu/instructor-qualifications/grn-gerontologyinstructorqualificationsarchive/

GRN 233 Supporting End of Life
Master's degree in gerontology, social sciences, human services, or related field; and 3 years recent experience in end of life care and support services or programs; *- OR -* Bachelor's degree in gerontology, social sciences or related field; and 4 years recent experience in end of life care and support services or programs

GRN 240 Care and Service Coordination
Master's degree in gerontology, social work, social sciences, human services, or related field; and 3 years experience in case management, care management, or care and service coordination in the field of aging; *- OR -* Bachelor's degree in gerontology, social work, social sciences, human services, or related field; and 4 years experience in case or care management, or care and service coordination, in the field of aging.

GRN 165 Basic Activity Director Training
GRN 264 Activity Professional Training
Bachelor's degree and Activity Consultant Certified status with the National Certification Council for Activity Professionals; *- AND -* NCCAP Instructor Pre-Approval to teach the Modular Education Program for Activity Professionals Parts I and II

GRN 172 Adult Home Care Training
Master's degree in gerontology, nursing, social work, or human services and 3 years recent, full-time, non-teaching experience in long term care or care management; *- OR -* Bachelor's degree in gerontology, nursing, social work, or human services and 4 years recent, full-time, non-teaching work experience in long term care or care management; *- OR -* AAS Degree in gerontology, nursing, or human services field and 5 years recent full-time, non-teaching work experience in long term care or care management; *- OR -* Demonstrated competency and qualifications in adult care home operations and levels of care, *- AND -* Oregon Division of Seniors & People with Disabilities, Office of Licensing & Quality of Care Approval to teach the Ensuring Quality Care Curriculum. *[EQC Instructor Approval must be attached to PCC Instructor Approval documentation]*

GRN 234 Introduction to Dementia Care & Practice
Master's degree in gerontology, social sciences, or health field, with at least 3 years recent experience in dementia services or programs *– OR -* Bachelor's degree in gerontology, social science, or health field, with at least 4 years recent experience in dementia services or programs

GRN 175 The Aging Mind
GRN 176 Cognitive Activity Design
Bachelor's/Master's degree in any field *– AND -* 4 years of part-time experience (within the last 10 years) relevant to the field of cognition and aging

GRN 237 End of Life Therapies
GRN 239 End of Life Practices
Master's degree or Bachelor's degree in gerontology or the field featured in the course offering; *- OR -* Three years full-time experience working with end of life therapies and practices (such as art, music, horticulture or pet therapy; mind-body practices, expressive arts, legacy development, home funerals, and rituals) *– AND -* Required qualifications or certification in the therapeutic field or practice featured in the course offering (such as certification by the Certification Board for Music Therapists (CBMT), the Art Therapy Credentials Board (ATCB), or the American Horticultural Therapy Association (AHTA); or certification in end of life practices, such as home funerals, legacies, rituals, and thanatology)

GRN 181 Exploring the Field of Aging
GRN 280B Gerontology Internship Seminar
GRN 282 Gerontology Professional Seminar
Master's degree in gerontology, social sciences, counseling, education, social work, or related field; and 3 years recent experience in the field of aging *– OR -* Bachelor's degree in gerontology, social sciences, counseling, education, social work, or related field; and 4 years recent experience in the field of aging. Preferred: Experience in workforce or career development and advising.

GRN 280A CE: Gerontology Internship
Master's degree in gerontology, social sciences, workforce or career development, or certification in the field related to the internship specialization area**;** and 3 years recent experience in the field; *- OR -* Bachelor's degree in gerontology, social sciences, workforce or career development, gerontology, or certification in the field related to the internship specialization area; and 4 years recent experience in the field.

GRN 245 Introduction to Guardianship
GRN 247 Applied Legal & Policy Issues in Aging
JD Degree or Master's degree in gerontology, social work, public policy, or related field; and 3 years experience or professional practice in the field. Preferred for GRN245: For non-attorneys, national certification as a Guardian and experience assessing cognitive incapacity or practicing in a guardianship-related context.

GRN 166 Therapeutic Horticulture in Health and Human Services
GRN 267 Introduction to Professional Therapeutic Horticulture
GRN 268 Techniques and Adaptive Strategies in Therapeutic Horticulture
GRN 269 Therapeutic Horticulture Skills I
GRN 270 Therapeutic Horticulture Programming for Adults & Children
GRN 271 Therapeutic Horticulture Skills II
GRN 272 Therapeutic Garden Design, Maintenance & Programming
GRN 273 Interior Plants
Bachelor's degree including 18 credits in social sciences and 18 credits in horticulture, according to AHTA standard; *- AND -* Three years experience with a Master's degree and four years experience with a Bachelor's degree in horticultural therapy and healing gardens; *- AND -* Registered Horticultural Therapist with the American Horticultural Therapy Association
Approved: December 2013

SOC Instructor Qualification Requirements
Revised Date: 2008

Sociology faculty must have a minimum of a Master's degree in sociology or a sub-discipline of sociology (i.e. demography, urban studies, criminology, gerontology, peace studies, womens' studies, or as defined by the SAC). The sub-discipline degree must have at least 32 hours of graduate-level course work in sociology, with not more than half in research methods. There may be exceptions for special topic classes, as specified by the SAC.

Social Work and other social science disciplines, such as Anthropology, Psychology, or Political Science, are not considered sub-disciplines of Sociology.

Qualifications for specific SOC courses:

SOC 223: Sociology of Aging
SOC 230: Introduction to Gerontology
SOC 232: Death and Dying
Master's degree in sociology or gerontology; or Master's degree in related area with at least 30 credit hours of graduate level credit in sociology or gerontology; and 3 years recent work or teaching experience in the field of aging. *Approved: October 2013*

SOC 231 Sociology of Health and Aging
Master's degree in sociology, gerontology, public health, or nursing; or Master's degree in related area with at least 30 credit hours upper division or graduate credit in health and aging; and 3 years recent work or teaching experience in the field; *- OR -* Bachelor's degree in sociology, gerontology, public health, or nursing; or Bachelor's degree in a related field with at least 30 credit hours upper division course work in health and aging; and 4 years recent work experience in the field. *Approved: January 2010*

PSY 236 Psychology of Adult Development & Aging
Master's degree or higher in Psychology (including all specialized degrees with Psychology in the title of the degree); *- OR -* Master's degree or higher in Counseling (including specialties in MFT, MFCC, CMF) OR Master's degree or higher in a Related Area and completion of 30 quarter-hours of graduate credit in a Psychology or Counseling Department. Related Area degrees include, but are not limited to: Cognitive Science, Human Sciences, Neuroscience, Social or Human Ecology, Social Work, and Human Development. *The list of Related Areas may not be inclusive as there are other degree titles that may be appropriate. The Division Dean, in consultation with the Faculty Department Chair (and/or screening committee), will make a recommendation to the Dean of Instruction about the applicability of a particular degree that is outside the scope of these lists.* The SAC may recommend a Master's degree outside of these qualifications for a special-topic course.

Qualifications that apply to specific courses:

**PSY 236 – Psychology of Adult Development & Aging:**
Meet general instructor qualifications for Psychology (above), *- OR -* Master's degree in Gerontology *– AND -* at least 30 graduate credit hours in Psychology and/or Human Development. *Approved: March 20, 2019.*

Gerontology Professional Development Activities

Gerontology instructors have participated in professional association conferences, led or participated in workshops and intensives, and served as Program/Conference Co-Chairs, in Gerontology generally and within their specialties. These include:

AARP of Oregon
Academy for Gerontology in Higher Education
Age-friendly Business Program Evaluation
Aging and Disability Resource Connection of Oregon
Aging Education Series at PCC Newberg Center
Aging Life Care Association
Aging Well Conference
American Horticultural Therapy Association (AHTA)
Association for Interdisciplinary Studies annual conference in Ottawa Canada
Avamere
Bayview Manor, Seattle
Chai Community Center, Baltimore
Cherrywood Village Retirement Community
Cherrywood Village Royal Anne Assisted Living Community
COVIA (Episcopal Senior Communities), S.F.
Elders in Action
Elsie Stuhr Community Center, Beaverton
Emerald Heights, Renton, WA
Excellence in Education Institute
Friendsview Retirement, Newberg
Gerontological Society of America
Gilda's Club LaughFest for Cancer, Grand Rapids, MI
Gilman Park, Milwaukie, OR
Health Care Association of Idaho
Health Care Association of Montana
Health Care Association of Montana
Health Care Association of Oregon
Health Care Association of Southern California
Health Care Association of Washington
Hearthstone at Murrayhill, Aloha
Hillside Retirement, McMinnville
Hoffman Center for the Arts, Manzanita OR.
Hollywood Senior Center, Portland
Hudson House, Seattle, WA
HumanGood (formerly Baptist Homes of the West)

Inaugural Conference on Ageing, New Delhi, India
Institute of Lifelong Learning, Willamette University
John Knox Village, Kansas City, MO
Judson Park, Des Moines, WA
Juanita Puhl Community Center, Tualatin
Judson Park, Ds Moines, WA
Lake Grove Presbyterian Church, Lake Oswego
Lake Oswego Adult Community Ctr
Laurel Parc at Bethany
Lean Practitioner/PSU Executive & Prof Development Center
Legacy Meridian Hospital – Early Stroke Survivor Group
Legacy Meridian Hospital, Chaplain Department
Lifelong Learners - Portland State University (LL-PSU)
Living Savior Lutheran Church, The Amazing Grays, Tualatin
Living Springs
Marquis Companies
Marquis Healthcare
Mary's Woods, Lake Oswego
McMinnville Community Center
Mental Health Association and Addictions of Oregon
Montana Health Care Association
Multnomah Athletic Club, Portland
Multnomah County Library
Multnomah County Older Adult Behavior Health Connection
My Caregiver Resources of Portland Metro
National Center for Creative Aging, Wash, DC
National instructor certification in Mental Health First Aid USA
National Village to Village Network Conference 2017, Baltimore
National Village to Village Network Conference 2018, San Diego
Newberg Chamber of Commerce
NorthWest Place Senior Community, Portland
Northwest Therapeutic Horticulture Association
Oak Center Tower, Oakland, CA
Oregon ACLU
Oregon Activity Professionals

Oregon Adult Foster Care Association
Oregon Dementia Professionals
Oregon Gerontological Association
Oregon Gerontology Annual Conference (OSU)
Oregon Health Care Association
Oregon Home Care Commission
Oregon Humanities
Piedmont Gardens, Oakland, CA
Plymouth Village, Redlands, CA
Prestige
Rose Villa Retirement
Rosewood Senior Community, Bakersfield, CA
Salem 50+ Center, Salem, OR
Schriber's Gardens at Lynwood, WA
Second Wind Tour with Dr. Bill Thomas
Senior Advocates for Generational Equity SAGE
Smith College Social Work Program
SpringRidge Assisted Living Community
SpringRidge Retirement Community
St. Paul's Tower, Oakland, CA
Symphony Manor, Bethesda
TEDx Rock Creek
Terwilliger Plaza Retirement Community
The Springs at Carman Oaks, Lake Oswego
The Springs at Sunnyside, Salem
The Terraces at Los Altos, CA
The Terraces at Los Gatos, CA
The Terraces at San Joaquin Gardens, Fresno, CA
The Village at San Juaquin, Fresno, CA
University of Central Missouri
University of Maryland Global Campus
Valley Manor CCRC, Grants Pass
Villages of Oklahoma City
Washington State Diabetes Conference Snohomish, WA
Well Connected (formerly Sr. Ctr. Without Walls)

These professional involvements have resulted in the ongoing development, currency, and excitement of the Gerontology curriculum.

YES Yes to Equitable Student Success
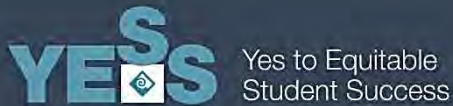
PCC'S NEW ADVISING FRAMEWORK

PCC's Advising Redesign initiative is transforming advising services at PCC to improve equitable student success outcomes, as well as improve satisfaction with services and interventions. This vision guides the work:

Academic advising at PCC is:
The process of guiding students along an intentional path to explore, affirm and achieve their education and career goals.

Guiding Philosophy
Human development philosophy guides the advising process at PCC. Grounded in evidence-based theories and approaches, we seek to maintain sustained and inescapable engagement between students and the college. Our intended outcome is increasing the number of students who successfully achieve their unique goals and individual potential.

Guiding Principles:

1. Systematic and integrated engagement in life, career, finance, and academic planning

2. Culturally responsive and inclusive advising environments and interactions

3. Quality information related to career paths, vocational opportunities, and program of study options

4. Clearly defined student outcomes at every stage of path to goal achievement

5. Personal support for goal setting and decision-making

6. Just-in-time and intentional interventions along path to goal

7. A collaborative, integrated, and team-based approach to service and support

8. Use of holistic student data to target support and referrals

9. Systematic review and evaluation of services and delivery model

10. Integrated and user-friendly technology systems support

Portland Community College

Certificate Advisory Team Issues, Trends, and Developments

Horticultural Therapy Program

This program includes both the Therapeutic Horticulture Activity Specialist Certificate, designed primarily for students without Bachelor or Master-level degrees to integrate therapeutic horticulture into activity programs, and the AHTA-Accredited Horticultural Therapy Certificate, which focuses on the core HT requirements for registration as horticultural therapists (HTR) with the American Horticultural Therapy Association.

The Advisory Team concentrated their efforts primarily on three issues. The first was submitting the 5-year re-Accreditation application to the AHTA, from the existing accreditation in partnership with Legacy Health to PCC alone. This process, which entailed core curriculum revision and compression of the 6-course sequence from 6 terms to 4 terms, was successfully completed in June 2019.

The second focus was to develop collaborations for fieldwork, internships, and applied therapeutic garden design and programming opportunities, resulting so far in three partnerships with Tuality Hospital Senior Psychiatric and Providence Cully Elderplace therapeutic garden design and internships, as well as fieldwork and internship opportunities with Luscher Community Farms.

The third focus was extensive efforts to create an HT lab for the Program, to include raised beds and a greenhouse for propagation and interior plants. The Team worked for four years on the conception and plan for a Therapeutic Learning Garden on the Sylvania campus, which involved collaboration and fund-raising efforts with over 50 community and PCC stakeholders, development of a business and development plan with an OHSU Master's Program team, a Spring into Nature event (March 2018), and other efforts, which we had to suspend in August 2018, given the challenge of such a concerted fund-raising effort in the midst of PCC's budget crisis. The Team has now developed a design and plan to provide a more modest lab space on the garden site for a couple of raised bed and a small greenhouse and wishes to pursue the establishment of a .5FTE HT Coordinator, with administrative support.

Advocacy Certificate

Advocacy is an emerging issue that touches many sectors within aging and health services and long-term care. We thus organized consultations and an Advisory Team to develop the curriculum for this state-approved, financial-aid eligible certificate, and certificates began to be awarded in the Winter 2019 term.

Partners in this development effort included the National Association of Professional Geriatric Care Managers, now called the Aging Life Care Association (and our faculty member Mary Jo Saavedra is on their board); Elders in Action (this 25-year organization ceased operations in May 2019, but before that provided Personal Advocacy Training and internships, with one of our graduates serving in a key staff position for over 10 years); AARP Oregon (with which the Gerontology has had several collaborative projects over 20 years), the Oregon Home Care Commission (for which we developed a peer mentor program and explored several new positions under the OHCC purview, including community educators and healthcare system navigators); the Aging and Disability Resource Connection (ADRC) of Oregon (Jan Abushakrah is on the State Advisory Board), and several other local, state, and national partners.

Activity Professional Certificate

This certificate provides the education and training needed for workers involved in activity programming within long-term care and memory care facilities, community and day programs, in order to meet state and federal standards of practice. High employment growth in this area is expected with the continued projected increase in the population 60 and older, including about one-third of that population with disabilities that can be eased through professional activities. The Activity Professional advisory team worked with PCC faculty to consolidate the existing three activity certificates into one, and to change the curriculum of the core courses to align with the National Association of Activity Professionals Credentialing Center (NAAPCC.net), to prepare graduates for their national competency exam.

End of Life Care and Support Certificate

The U.S. Census Bureau has projected that there will be 77 million older persons (65+) by the year 2034. One of the implications of the rise in the number of older persons is that there will be an increase in the number of individuals to care for at the end of life. This creates a demand for trained professionals and family members to provide end of life care. The End of Life Care and Support Certificate helps to prepare the professionals needed to address this need both now and in the future. To ensure that this program best meets industry needs we utilize an Advisory Committee made up of industry leaders from the End of Life Collaborative, local Hospital and Hospice Care programs (Brighton Hospice, Signature Hospice, Kaiser Hospital/Cana House), Home Health Care (Housecall Providers), and gerontology/end of life experts (Oregon Humanities, Sacred Endings, and Inviting the Conversation).

Gerontology faculty are constantly exploring the best ways to address the ever-growing end of life care and support needs of society. In this regard over the last few years we have been exploring the possible creation of a new National Death Practitioner certificate. This certificate would address the training needs of those wishing to provide personalized care and support to dying individuals and their families similar to the services of a Death Doula. There is currently no college/credit based educational program involved in this work, and it is our belief that the PCC Gerontology program may be the appropriate place to address this need in the future.

Advanced Behavioral Cognitive Care Certificate

This certificate is designed to enhance the knowledge and develop the skills of direct care providers to work with older adults experiencing cognitive decline, dementia, and other challenging behavioral and cognitive conditions, in long term care, adult daycare, hospice, home, and community settings. The certificate would enhance the ability of any aging services professionals to work effectively with this population. The courses in this Career Pathway Certificate are wholly contained within the State Board approved Gerontology AAS Degree. Successful completion of the Certificate prepares students for the National Certification Board for Alzheimer Care (NCBAC) certification examination for designation as a Certified Alzheimer Caregiver, or any other Alzheimer's/dementia certification.

According to the 2019 Alzheimer's Disease Facts and Figures report published by the Alzheimer's Association, an estimated 5.8 million Americans of all ages have Alzheimer's disease or another dementia. Ten percent of persons 65 and over has Alzheimer's disease. Millions more suffer from some level of cognitive impairment. With the aging of the population and the increase in the number of Americans who survive into their 80s and 90s, the prevalence of Alzheimer's disease and dementia is

expected to increase. Based on the increasing number of people age 65 and older in the United States, particularly the oldest-old, the annual number of new cases of Alzheimer's and other dementias is projected to double by 2050.

Between 2019 and 2025 every state across the country is expected to experience an increase of at least 12 percent in the number of people with Alzheimer's. These projected increases in the number of people with Alzheimer's are due to projected increases in the population age 65 and older in these states. By 2025, the number of people age 65 and older with Alzheimer's dementia is projected to reach 7.1 million — almost a 27 percent increase from the 5.6 million age 65 and older affected in 2019. By 2050, the number of people age 65 and older with Alzheimer's dementia may grow to a projected 13.8 million, barring the development of medical breakthroughs to prevent, slow or cure Alzheimer's disease. In Oregon alone the number of people living with Alzheimer's dementia is projected to increase from 67,000 individuals in 2019 to 84,000 in 2025 – a 25.4% increase.

To ensure that this program best meets these rapidly growing needs we utilize an Advisory Committee made up of industry leaders from Adult Day Care (Marie Smith Center/VOA, Cedar Sinai Park Adult Day Center, and Gentog), Alzheimer's and Advocacy groups (Alzheimer's Association of Oregon, and AARP Oregon), Brain Health experts (MindRamp Consulting, Inc.), and long-term-care communities (Hearthstone at Murrayhill and The Springs Living).

Advisory Team and Committee Meeting Summaries

Over the last 5 to 6 years, Gerontology Advisory Teams and Committees have met multiple times. Most meetings have converged around specific certificates or specialization areas in the field. The following summaries are organized around those certificates.

Horticultural Therapy

- 2014-2017: The Core Advisory Team convened over 50 PCC and community partners for the concept design of the Therapeutic Learning Garden (TLG), with several follow up emails and meetings to craft a development plan.

- 2014-2018: The 16-member Steering Committee for the planning and development of the TLG met a minimum of 12 times as a group, together with several email exchanges and several dozen smaller consultations of the core PCC team together with internal PCC and community partners. These meetings focused on the drafting of statements of intent, several grant proposals, meetings with donors and potential donors, meetings with collaborative partners (primarily through The Intertwine Alliance), planning meetings with the PCC Foundation staff, meetings with Legacy Health on funding strategies, launch events on the Sylvania campus, and strategic planning. In particular, PCC's engineering department conducted a survey of the site.

- 2016-2018: The PCC Team met several times with the Legacy Health Team to plan the transition of the core HT courses from Legacy Health to PCC Sylvania Campus, which was accomplished by the Winter 2018 term, when the first HT sequence was held on the Sylvania campus for 6-terms, concluding in the Spring 2019 term.

- 2017-2018: The HT Advisory Team met and worked with the OHSU Masters Program Capstone Team to develop a business plan for the TLG. The TLG development project was suspended in August 2018, due to PCC's financial crisis.

- Spring 2018: The HT/TLG Advisory Team convened a "Spring into Nature" event on the Sylvania Campus, including the TLG site, with Florence Williams (author of *The Nature Fix)* to explore with 75 community and PCC participants the many dimensions of the nature-neuro connection and ways in which nature enhances both learning and therapy.

- 2018-19: The HT Advisory Team collaborated with the American Horticultural Therapy Association to transfer the HT Certificate Program Accreditation from Legacy Health to PCC exclusively, which was successfully accomplished by June 2019, which must be renewed in June 2024.

- Spring 2019: The HT Advisory Team assisted in transitioning the 6-term hybrid HT sequence to 4 terms, consolidating required class meetings to Friday evening/Saturday full-day or full-day Saturdays for the last course of the sequence, together with some live-streaming/video-recording of the required classes. These changes have been effective in increasing registration and effective completion by students from bordering states.

- 2019 – continuing: The HT Advisory Team has developed a plan for an HT lab space, in the form of 2 raised beds and a greenhouse for propagation and interior plants, on the TLG site, and will continue to pursue that plan, scaled down dramatically from the original TLG design, and to secure a .5FTE Academic Professional lab coordinator position.

Gerontology Advocacy Certificate

2017-2018: The Advocacy Certificate Team met several times, by conference call, in-person meetings, and email exchanges, to design a Gerontology Advocacy Certificate to replace the general Gerontology certificate. The team also consulted with organizations and state and county agencies engaged in advocacy within the healthcare, long-term care, and community-based social services sectors, to ensure that certificate completers develop flexible knowledge, experience and skills for existing and emerging advocacy positions. Community partners also presented at Gerontology Mondays.

Activity Professional Certificate

2018-2019: The Activities Advisory met and consulted with both state and national organizations and professionals in activities and life enrichment to reconfigure the existing Assistant, Director and Consultant certificates into one certificate, and to align with a new national certification organization. This also entailed extensive revision of basic and advanced courses to meet updated learning outcomes and to transition to fully online formats that integrated YouTube videos as well as optional class meetings that were also live-streamed/on demand videos. Community partners also presented at Gerontology Mondays.

Advanced Behavioral & Cognitive Care Certificate

2014-2019: The ABCC Certificate Advisory Team has worked with several state and some national and international organizations over the years to accomplish several innovations: (1) Integrating a focus on cognitive health across the lifespan and working with activity and life enrichment programs, working especially with community-based organizations and long-term care communities to develop applied cognitive activity design into their programming (one particular coordination contributed to the development of the innovative Sundance initiative implemented by the VOA Daycare Program); (2) Working with AARP and statewide LTC organizations on the State Respite Care plan, including exploration of ways community colleges could develop training programs and offer respite daycare on campus; (3) Convening, with Mike Faber's leadership, a Caregiver Resource group to coordinate family caregiving training and other offerings: and (4) Introducing some curricular revisions to the certificate. Community partners also participated in Gerontology Mondays.

End of Life Care & Support Certificate

2014-2019: Throughout the last 5 years, the EOL Certificate Advisory Team has coordinated with local hospice organizations around their hospice volunteer offerings and publicized those offerings for student earning the EOL certificate. This ongoing coordination has also entailed consultations on developments in palliative and end of life program, which have enhanced our program. Over the last two years, we have worked with a small sub-team to research the possibility of offering a Natural Death Practitioner Certificate (as a follow-up to the EOL Certificate), to fulfill a pressing need to offer a for-credit certification program. This effort was temporarily suspended because of PCC's financial constraints preventing development of new programs and courses. Community partners also participated in Gerontology Mondays.

GRN Advisory Teams – Committee (updated 9/1/19)

Gerontology Advocacy Advisory Team

NAME	ORGANIZATION	EMAIL ADDRESS
Mary Jo Saavedra	Fireside GCN	maryjo.saavedra@gmail.com
David Berger	Oregon LTC Ombudsman	David.BERGER@oregon.gov
Michele Fiasca	Adult Placement Network	Michele@AdultPlacementNetwork.com
Verity Bishop	Sapphire Gateway Care	verity.e.bishop@gmail.com
Joyce DeMonnin	AARP-Oregon	jdemonnin@aarp.org

Advanced Behavioral & Cognitive Care Advisory Team

NAME	ORGANIZATION	EMAIL ADDRESS
Alison Bookman	Marie Smith Center (VOA)	abookman@voaor.org
Nancy Heckler	Cedar Sinai Park Adult Day Center	Nancy.Heckler@cedarsinaipark.org
Joyce DeMonnin	AARP-Oregon	jdemonnin@aarp.org
Matt Gannon	Alzheimer's Association of Oregon	mgannon@alz.org
Michael Patterson	MindRamp Consulting, Inc	patterson0913@gmail.com
Roger Anunsen	MindRamp Consulting, Inc	ranunsen@gmail.com
Mary Phillips	Hearthstone at Murrayhill	lifeenrichment@hearthstoneccc.com
Nancy Schwartz	The Springs Living	windh2o@comcast.net
Marcie Jones	Gentog	marcie@gentog.com

End of Life Care & Support Advisory Team

NAME	ORGANIZATION	EMAIL ADDRESS
Jenny Sasser	Oregon Humanities/PCC faculty	littlecoracle@gmail.com
Nancy Ward	Sacred Endings/ EOL Collaborative	nancyward@sacredendings.com
Asher Wallis	Brighton Hospice/InvitingTheConversation	asherwallis@gmail.com
Todd Lawrence	Housecall Providers	tlawrence@housecallproviders.org
Larry Hansen	Kaiser Hospital/Cana House	canahouse@gmail.com
Michele Fuchs	Signature Hospice	mfuchs@4signatureservice.com

Activity Professional Team

NAME	ORGANIZATION	EMAIL ADDRESS
Lisa Oetken	The Springs Living	loetken@thespringsliving.com
Connie Ratti	LEAP / Activity Professional Instructor - PCC	connie.ratti@pcc.edu
Mary Phillips	Hearthstone at Murrayhill	lifeenrichment@hearthstoneccc.com
Monika Trujillo	Secora Rehabilitation	mtrujillo@cascadiahc.com
Nancy Schwartz	The Springs Living	windh2o@comcast.net
Alison Bookman	Marie Smith Center (VOA)	abookman@voaor.org
Nancy Heckler	Cedar Sinai Park Adult Day Center	Nancy.Heckler@cedarsinaipark.org
Marcie Jones	Gentog	marcie@gentog.com
Brooke Lindgren	Director of Vitality - Cherrywood Village	BLindgren@cherrywoodvillage.net

Therapeutic Horticulture Activ Specialist Team

NAME	ORGANIZATION	EMAIL ADDRESS
Melissa Bierman	Unity Behavioral Health	MBIERMAN@lhs.org
Teresia Hazen	Legacy Health	Thazen@lhs.org
Brian Bainnson	Quatrefoil, Inc	brian@quatrefoilinc.net
Patty Cassidy	Portland Memory Garden	cassidypg@comcast.net
Genevieve Layman	Earthtones NW	genevieve@earthtonesnw.com
Joyce DeMonnin	AARP-Oregon	jdemonnin@aarp.org

Note: Members to be added to THAS Team from Cully Elderplace, Tuality Geriatric Healing Garden, Luscher Farms

Completed, Pending and Proposed Changes to Degree and Certificates

Over the last few years, the Gerontology SAC implemented significant changes to both our AAS Degree and our five Career Pathways Certificates, in response both to our Program Outcomes Assessment and to our goal of facilitating student completion and success in their careers.

AAS Degree (GREN – Effective Fall 2019)

In the last two years, we added GRN175 and GRN201 as requirements, and moved AD105 from a required to a program elective course. We also added a number of courses, including in Human Services, Horticulture and Nutrition, to provide students greater choice in designing their degree to fit their academic and career goals.

Gerontology Advocacy (GRAV – W19)

Discontinued the general Gerontology Certificate, and replaced it with a certificate focused on Advocacy, with fewer credits, that better prepares students for a range of positions and career paths.

Activities (New GRAP – W20)

Replaced the three certificates with one certificate and changed national credentialing organization for easier qualification for national exam.

Advanced Behavioral & Cognitive Care (GRAB, to become GRCC – W20)

Reduced credits and changed some courses to complement other certificates and prepare students to address cognitive health, as well as cognitive decline and dementia in many settings and positions.

End of Life Care & Support (EOL)

Remains essentially the same, but removes the GRN133 Hospice Basics course, as we can no longer offer it as Credit for Prior Learning (CPL) for students completing hospice volunteer training, which now becomes an uncredited requirement.

Therapeutic Horticulture Activity Specialist (THAS)

Replaced the previous Horticultural Therapy Certificate, but continues as an option for students who want to integrate therapeutic horticulture into their work in long-term care, clinical, and end of life settings, but do not have the Bachelor or Master degree or are otherwise unable to complete all the requirements for AHTA registration as an HTR.

Horticultural Therapy Core Sequence (HT)

This 14-credit sequence, which constitutes the Horticultural Certificate Program accredited by the American Horticultural Therapy Association, was changed from six terms to four terms, so that it could be completed within one year, offered as hybrid courses, with 2 Friday night/Saturday full-day in-person courses, enhanced by live streaming, particularly to serve students outside the Portland Metro area. These changes already promise to result in as estimated 50% increase in sequence completions, with a higher rate possible as we implement better preparation and vetting of students starting the next sequence in Summer 2020. We propose that this 14-credit sequence become a Career Pathways Certificate.