Higher education: An elixir for the retiree thus a tonic to society

Nancy Joan Spillman

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HIGHER EDUCATION - AN ELIXIR FOR THE RETIREE
THUS A TONIC TO SOCIETY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Vocational Education Option

by
Nancy Joan Spillman
June 2001
HIGHER EDUCATION - AN ELIXIR FOR THE RETIREE

THUS A TONIC TO SOCIETY

A Project
Presented to the
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Approved by:

Joseph A. Scarcella, Ph.D., First Reader

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Date 10/18/00
ABSTRACT

The purpose of this project was to enlighten and encourage citizens over 60 years of age, active and in relatively good health to continue in higher education. Goals that were set aside for more urgent duties in earlier years, dreams that were frustrated by the necessity to support a family, or interests yet unpursued need not be abandoned. Academic classes in universities, colleges, and elevating classes in vocational and technical schools and elderhostel programs are available. Many schools have provision of necessary funding as well as facilities to accommodate older student. The inspired mind and activated body will prompt more dynamic contributions by the elders to society.

Introduction is given to interested senior citizen of available opportunities for higher education through a handbook listing:

1. Universities and four-year colleges in San Bernardino County;
2. Opportunities offered by community colleges in San Bernardino County;
3. Recognized technical and vocational schools in San Bernardino County;
4. Adult educational classes in community colleges, community centers and public schools;
5. Elderhostel programs in San Bernardino County.
ACKNOWLEDGMENTS

I would like to express a special thank you to my husband Jim, for setting an example of excellence in academia as well as function, and for encouraging me along my educational journey.

The support and belief that "Mom could do it" by our six grown children was also a great inspiration. to continue with vigor the work was begun!

Additionally, I would like to thank Dr. Ronald Pendleton and Dr. Joe Scarcella for their guidance and encouragement throughout my undergraduate and graduate work.

Finally, thank you to the Administration of California State University at San Bernardino for making education available to me, a citizen over 60 who received tremendous benefit from the Senior Program.
DEDICATION

I dedicate this work to those, who in their golden years, still have more to contribute.
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CHAPTER ONE

BACKGROUND

Introduction

Retired people can realize an energized life through broadening their education. The inspired mind and activated body prompt more dynamic contributions by the elders to society. These same qualities will also defend against some of the physical ills that result from aging.

Successful retirees have often excelled in a given arena by concentrating their talents and efforts in a defined discipline, whether it was in business, education, medical or ministerial professions, or some artistic venture. At retirement these individuals are given an opportunity to pursue another love! Perhaps the successful insurance executive, having always been a history buff, had a buried desire to be a history professor. The retired middle school teacher may have always wanted to be a concert pianist, while the construction foreman may have desired the opportunity to coach a winning high school football team. The personal renewal that results from pursuing further education as a retiree need not be the reward only of the self proclaimed under achiever or dissatisfied person, but can be just as fully rewarding for those who have had a highly successful career.
Aging presents some health care changes that may be minimized by keeping active the mind and body of those who endeavor to increase their education. Classes teaching crafts, vocational skills, and computer science are very popular among older individuals. However academic classes not only are within the skill limits of retirees, they are often more stimulating and energizing than classes that require less commitment.

The rapidly increasing population of citizens over 60 is apparent to all. The Minneapolis Star and Tribune in October 1984 reported that the elderly outnumbered teens for the first time in the United States. Projections, as put out by the United States Senate for total population over 60 years of age, estimated that by the year 2000 they will be approximately 11% of the total. Those figures extrapolated to the year 2050 would call for 16% of all U.S. citizens to be over 65 years of age (Zins, 1987). Legislation to protect Social Security funds and programs benefiting the elderly is demanding additional time and energy of every elected official. The utilization of those same elders in integrated areas of education, community service, or part-time work would not only reduce the stress on set-aside funds, but also provide the elders with a more meaningful life of contribution. A healthier
life-style with less medical expenditures would be the result. This thesis explores the benefits of additional education, both academic and vocational, to the retirees and ultimately to the communities in which they live.

Context of the Problem

Even though the longed for carrot of retirement has shined on the horizon for many years, older citizens often feel set aside upon completion of their regimented work years. What was touted as pleasure becomes a bore. That was proclaimed a reward has become a burden, creating unrest, discontent, and often physical maladies to manifest (Generations 1998/1999). How can we circumvent the problem of this feeling of uselessness resulting in physical ills in our elderly?

We know that the energy created from learning is restorative. "Use it or lose it" could apply to the brain of the aged, in fact, Fishback (1999) states that "we are able to increase our brain power as we age." (p. 20) Continuing in education could be that energy booster that might ward off physical illnesses, while bringing great benefit to society. The activation of the elderly in pursuits that are not only personally beneficial but also a benefit to society could save Social Security's budget,
and produce a more fruitful nation of all ages working together.

**Purpose of the Project**

The purpose of this project was to develop a handbook designed to guide senior citizens in their pathway to enrolling in classes in higher education. This project proposes that higher education for the healthy, active elderly, not only vocational, but also academic will benefit the person enrolled, the community in which they live, and the country. All of society will enjoy the benefits of the re-energized person who can provide a meaningful contribution to life and those living around him or her.

With a high percentage of our society turning 60 years of age every new year, the exponentiality of it demands that the elderly remain contributors beyond their 63rd year, and even beyond their 65th year. Their work and contribution of the previous 45 years must also be taken into consideration with rewards that are double edged. The reward must benefit the retiree and the community. A secure income and medical care are not the only needs that the elderly encounter. The need for significance and purpose is just as strong as a person enters his or her golden years as it had been when adventure and competition
demanded more physical strength at the age of 30.

Providing a purpose that entails utilization of the strengths and knowledge acquired through working and living years, that also benefits and extends itself to the community is essential. Encouraging the active aged to enroll in classes, vocational and academic, to expand the strengths and knowledge already resident can best approach this. Institutions that have a philosophy which embraces life-long learning, and that have a welcome mat out to older students need to be introduced to senior citizens. Elders can then avail themselves of the opportunity to explore the academic community. A directory of institutions, elder friendly, provided to all citizens of local communities can be a tool to communicate and encourage enrollment. A position of an advocate for elder education in each county to inform, encourage, give aid in enrollment, and an occasional pep talk would stimulate activity and enthusiasm to the enrollees. The result would be an energized group of elders with polished skills, integrated thinking, and abilities that would benefit both the cultural community and the business community. Physical ills would be reduced due to additional physical exercise, a restored purpose in life, and daily encounters
with an active, well, cross section of people (Sprott, 1980).

**Significance of the Project**

Through exploration of educational institutions in San Bernardino County, in the state of California, with results in a printed directory older citizens will be shown where they may study in courses designed to meet state standards academically as well as vocationally. With tools and knowledge made available to the over 60's contingency, they could be encouraged to enroll in classes, reschedule their lives with a structure less demanding than their previous business life, but with enough requirement to bring measured structure that results in purpose. Upon success in the learning adventure, elders can be energized to share their newfound knowledge or refined skills contributing to family, community, and country. In the course of living, older citizens have encountered many areas of concern, but because of the demand of making a living or raising a family these concerns may have been set aside or put on hold. The active, healthy oldster can now address these concerns, even choose a particular project, and throw his or her energy into it.
Assumptions

The following assumptions are made regarding this project:

1. There was need for information to be distributed regarding availability of educational opportunities for the elderly.
2. There was interest in the community of the elderly in resources available for extended education.
3. There was not a comprehensive publication providing the information delineated in the project handbook.

Limitations and Delimitations

During the development of this project, a number of limitations and delimitations are noted.

Limitations. The following limitations apply to this project:

1. This study was limited to a review of educational institutes in San Bernardino County, in the state of California.
2. This study deals with senior adults, 60 years or older, that are active, and in relatively good health. The study of mental alertness in the healthy senior adult will support the statement that the older citizens can make a significant
contribution to society through extending their academic or vocational education after the age of 60.

**Delimitations.** The following delimitations apply to this project:

1. This project could extend beyond San Bernardino County. A review of available classes offered to senior citizens by institutions throughout Southern California could be compiled.

2. This project could actually extend throughout the United States with a national handbook or a website of available programs for the education of the elderly.

**Definition of Terms**

The following terms are defined as they apply to this project.

**Ageism** - Age discrimination; a conscious or an unconscious preference for the younger applicant, employee or student (Tenenbaum, 1979).

**Senior Adult** - (oldster, senior citizen, elderly) Men and women 60 years or older. Special circumstances include 55 years and older (Sprott, 1980).
Early Retirement - Leaving the active work force between the ages of 62 to 64, some high end employees by choice, others by force (Zins, 1987).

Academic education - Education related to academic areas of endeavor with and emphasis on liberal arts (California State University, San Bernardino 96-97 Catalog of Programs, 1996).

Vocational education - Education relating to skill fields of endeavor referred to as competencies (Scarcella, 1999).

Life-long learning - The acceptance that “new ideas and new behaviors are essential for full physical and mental function in late life” (Titmus, 1989, p. 157).

Organization of the Project

This project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of relevant literature. Chapter Three explains the methodology used in developing the handbook designed to guide senior citizens in their pathway to enrolling in classes in higher education. Chapter Four presents conclusions and recommendations drawn from the development and implementation of the project. Project references follow
Chapter Four. Finally, the Appendix consists of a handbook and guide for higher education opportunities for the elderly in San Bernardino County.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, the historical value of the elderly, the challenges introduced through changing societal division, the mental and contributive capabilities of older citizenry, and the opportunities for education and service offered to the retired community.

Historical Position and Contribution

Historically older members of families, tribal groups or societal units have been valued for their experiential wisdom and utilized in judgmental decision-making for the unit. The mind's capacity to store experiences and accumulate knowledge for future decision-making is unique to the human specie (Jonas and Jonas, 1973). This brings function and value to elderly people even when their physical capacities are weakened or impaired. Respect and value are extended to older members of society as they render some service to the social unit in which they live. With the respect of family and community, self respect and personal significance remain intact, therefore encouraging the elderly to continue a life of contribution.
In the more simple societal units, the grandmothers aided in childcare and training of the young and in instruction of the young women in domestic and agricultural skills. The grandfathers guided the younger men in skills and crafts related to caring for the needs of the family and the community. In tribal units, the older men demonstrated hunting skills, defensive skills, and leadership in government. They were also "transmitters of knowledge handed down from previous generations" (Jonas and Jonas, 1973, p. 58). Through the precepts of Confucius, "veneration for the elderly acted as a stabilizing force for over two thousand years of Asian history" (Jonas and Jonas, 1973, p. 67).

**Transitional Years**

Where society has been deeply changed by ideological reforms, technological growth and economic health, the value of each citizen has been reshaped by current standards of production, education, and wealth. In the more affluent societies, the elderly have been isolated under the goodwill gesture of early retirement and controlled housing communities. Age segregated environments have been created so extensively that the youth are deprived of adult support in their life experience training (Generations, 1998, 1999).
These same societies provide medical care that not only adds to longevity, but also to the activity and productivity of the older person. Recreation has been promoted as the reward for a lifetime of hard work and success. Golf courses surrounded by gated communities of controlled housing have been designed and proclaimed the goal for healthy citizens over 55 years of age. Significance, so important to the mental health of every individual, is eroded by this form of isolation of an entire generation of people who should be and need to be contributing to the whole of society (Steckenrider, 1999). Knopf (1997) declares that ambition is not the central motivation of a well-adjusted oldster. It has been replaced with a new and more central motivation, that of being needed. For most people, the desire to pull one's own weight is all but indispensable. There are many ways in which these aims can be achieved. Every older person who is in fairly good health has a large number of activities available that would satisfy his or her need to be needed greatly enhancing his or her self-value. Many are not aware of these opportunities because of a lack of communication to them in the proper age-related venues.

With the political upheaval so intense in Russia and the Baltic nations, many citizens are left with little or
no financial protection or health care in their older years. Issues dealing with the aging population of the world have become global. Therefore the problems of function, value and significance as well as financial and physical care must be addressed internationally.

In the United States as a result of the economic disaster of the Great Depression, 5,000,000 old people nationwide banned together in Townsend clubs, to support a program requesting a $200.00 a month pension for everyone over the age of 60. This was the catalyst for Congress to pass the Social Security Act on August 14, 1935 which made provision for not only the elderly, but also the disabled and the unemployed (Encyclopedia Britannica, 1987). This action by the government provided some financial protection for the elderly by using tax funds collected from workers and employers to issue a monthly stipend related in amount to the previous wages while the recipients were working tax payers. This requires that the person qualifies by reaching a certain age and meeting the prepaid-tax qualifications. This type of program is not unique to the United States, for every major country has or has had some form of a social-security program since as early as 1831 (Myers, 1978). With this financial provision for the elderly, integration in living, learning and
working was reduced. The responsibility for the welfare of the elderly was shifted from family to government.

At the same time interest in providing for the elderly and disabled was taking place, there was also a great awakening of interest in the intellectual development of the population. Tests were formulated to determine the mental and learning capacities of children, adolescents and adults. The findings indicated that peak ages of intellectual function varied dramatically with little uniformity confined to certain age groupings. It was determined that the elderly had measurably higher intellectual competencies directly relevant to their life experiences (Sprott, 1980).

Brougher (1997) reiterates this in the Multiple Intelligence Theory (as cited from Gardner's Frames of Mind, 1983) which provides a promising theoretical framework for teaching both children and adults. It proposes that all humans are born with at least seven intelligences, delineated as: (1) verbal/linguistic; (2) logical/mathematical; (3) musical/rhythmic; (4) visual/spatial; (5) bodily-kinesthetic; (6) interpersonal; (7) intrapersonal. He concludes that humans are capable of developing the competency necessary to meet the intellectual demands of his or her culture.
These areas of delineation do not deteriorate with age, but remain intact and operative in all ages of humans.

Current Societal Trends

In the last decade women's rights movements in the United States have demanded new opportunities for females in the workplace, in education, and in governmental and social institutions. In 1972 Margaret Kuhn expanded that field by founding a movement called the Gray Panthers, declaring that to ignore the value of the aged is "the immoral waste of precious human resources" resulting from "mandatory retirement rules that automatically scrap-pile people just like old automobiles" (Jonas and Jonas, 1972, p. 185). Under the leadership of Kuhn the field of old-age activism took root. Soon the organization, American Association of Retired Persons (AARP) was born and grew quickly exercising enormous political action at the federal government level (AARP Bulletin, 1999). Issues of ageism in all of the public arena have been attacked and nearly eradicated. As problems related to early retirement and ageism are being resolved, new opportunities to activate and utilize this newly energized force need to be developed. Higher education is an area of opportunity that has not only captured the heart of many older people, but also stimulated institutions of higher learning to
establish new programs and schedules in their academic and vocational schools. Cornell University in Ithaca, New York has welcomed retirees to audit, enroll, and occasionally teach, classes. Personal meaning and value has significantly increased in the retirement community members that have taken advantage of this educational environment (Shuman, 1999). Leon Pastalan, of the University of Michigan, in his study on the back-to-campus trend among older Americans said, "This type of retirement community represents something very different from the traditional retirement community" (Shuman, 1999, p. 9).

Measurable Competence and Intelligence

Fishback (1999) reminds us that the mature human brain is made up of billions of neurons interacting and creating elaborate networks that communicate via neurotransmitters of chemical messengers. Life experiences contribute to the development of these networks, the useful ones and the used ones survive, while the unused or discarded disappear. The conclusion is that brainpower essentially is created by the choices of the individual.

The flexibility and capabilities to learn and comprehend language and speech sounds is more adaptable in a child. Aging brains with less flexibility have more difficulty in learning a second language. However, due to
memory, and store-housing of vocabulary, the aging brain remains robust and persistent in word meaning. Reflection and relating new information with stored knowledge causes the brain to spontaneously alter old networks to incorporate the new learning. "Good news is that by keeping mentally active our cognitive skills although somewhat slower, can remain intact and increase as we age" (Fishback, 1999, p. 20).

**Myths Forsaken**

A youth oriented society has prevailed in this culture since the Roaring Twenties. The spirit of the 1920's brought in riotous partying and gave the underlying concept that the joy of living could only be experienced by spirited, youthful, active, fun-loving, successful people. High energy and wealth were part of the American success dream; being conservative, old and poor were not attributes to be sought after. Experiences of the Great Depression sobered the population, but strengthened the philosophy of youthful high energy being a key factor for success. It became a negative thing to look or act old, to confess one's actual age, or to aspire to aging no matter what the benefits. Responsibility for the elderly became burdensome for the younger members of families. When the
Social Security Act was put in force in the 1930's and the elderly became a separate society (Zins, 1987).

Older people began looking at themselves in a negative light. Advertising and media presentation continually reinforced this with the result being enhancement of older folks problems, both psychological and biological. Those who refuse to fall into the trap of ageism mythology often overreact. Some by going into denial of their own aging seeking unrealistic relationships detrimental to family unity and ultimately to their health. The myths of old age must be replaced with purpose for and contribution from the elderly.

**Competitive and Contributive Capabilities**

The years of strenuous physical labor may have passed for many older people opening an era for exploration of or an offering of knowledge and experiences in alternative fields. Jonas and Jonas (1972) bring assurance with their statement "old age of itself is not incapacitating." (p. 190) However, they go on to explain that being without purpose (in activity and function), can lead to incapacitating the elderly, even to the destruction of physical fitness and the feeling of being well. The first step for the elderly must be encouragement for them to believe in themselves as competent human beings with
capabilities still intact. Secondly, they must be activated to enhance their capabilities through education, vocational and/or academic, and thirdly, they must pass on their expertise by becoming community oriented through service, paid or volunteer.

The expertise of education plus experience is more easily and effectively passed on, for knowledge is taken out of the philosophical and explained through the experiential. The human experience integrated into the education material reaches the understanding of the student more quickly and with greater understanding (Bronte, 1997).

Jonas and Jonas (1972) refer to Dr. A. L. Vischer's report from Switzerland stating "that when older folks are given opportunity to serve others with their experience, maturity, patience and silence," inner energy is harnessed and controlled (Jones and Jones, 1972, p. 272). This inner energy could otherwise be displayed in illnesses, both psychological and biological (Jones and Jones, 1972). Inherent energy does not just dissipate at age 60 or 65, but must be channeled into different areas of expansion when it is no longer necessary for a person to direct all of his or her energy into making a living. SERVE (Serve and Enrich Retirement by Volunteer Experience) is an
organization of retirees in New York that has targeted working with severely handicapped children. As a side-benefit to this program it has proven the attitude that "people are through at sixty five" has been sharply reduced. "This is a very conservative and hard-working approach, not motivated by sentimental preoccupations, and in the highest senses the most humanitarian of all" (Jonas and Jonas, 1972, p. 275).

The restoration of elements of their former life can reinforce status, dignity, sense of purpose, and feeling of self-worth. These opportunities needs to be given to people of all economic strata and former occupations, not just to geniuses or the "rich and famous". The retired farmer, craftsman, educator, medical care provider, or childcare specialist has expertise that can be enhanced, expanded and shared with the greater community.

Responsibility of the Elderly

As dignity and sense of purpose are restored in the elderly, and opportunity is afforded them to enhance their lives through education. The burden to take the first step then falls on their shoulders. As a result of enrolling in class and entering the academic or vocational world, opportunities will unfold for service in a multitude of areas. New acquaintances will reveal opportunities
familiar to them. Instructors and professors may introduce
new areas of service as well. Ambition is not necessary,
but an indispensable factor is the desire to pull one's
own weight (Knopf, 1975).

Educational Opportunities for the Elderly

Five New Hampshire colleges sponsored an Elderhostel
program in 1975, which met with such success that the next
year twenty-one New England colleges enrolled more that
2000 students. This was the beginning of the Elderhostel
movement on the Eastern Seaboard. It consisted of a
special one-week, summer, residential program for older
people at a very low cost.

University of Wisconsin has offered a Live-In-and-
Learn program for older students. In New York City, The
Institute of Retired Professionals opened in 1962 which
allowed retired professionals in that area "to renew their
education at the university level without the usual course
procedures" (Tenenbaum, 1962, p. 42). Fordham University
created College at Sixty (the address of the building) for
retired and pre-retired persons with the qualifying factor
being age 50 or over. There is no requirement to
matriculate. However, regular academic subjects are
offered. Western Washington State College established
Fairhaven College where total integration of ages is
maintained by the enrollment of 500 students ranging from age 2 to 82 in several educational projects (Tenenbaugh, 1979). There are many educational programs offered to the elderly around the United States, but for this study San Bernardino County in California is the primary target.

Summary

The literature important to affirm this project has been presented verifying the interest and the need of further encouragement and aid to the elderly in their pursuit of further education. As a result of the utilization of the handbook formulated those over 60 years of age can be informed and energized to continue a life of contribution and uplift to their families, communities and to the country.
CHAPTER THREE

METHODOLOGY

Introduction

It has been shown through the literature that interest in continuing in higher education has been demonstrated among the elderly. A handbook listing universities, colleges, community colleges, technical institutions, adult vocational courses, and elderhostel opportunities in San Bernardino County, California can be a useful guide for elders pursuing additional schooling.

Population Served

The handbook was intended to be used by those over 60, residing in San Bernardino County, California. It could be made available to the target audience through Senior Citizens Centers, philanthropic organizations that work with the elderly, and churches, temples, and synagogues with senior citizen programs. Additionally, these could be made available at universities, community colleges, and school districts.

Handbook Development

The project began with a search on the internet for educational institutions in San Bernardino County, California. Further names of institutions were gained by personal investigation, and happenstance meeting of
resource personnel from Elderhostel of Boston, whose Southern California base is in San Bernardino County.

Questions asked of each institution to formulate the handbook were:

1. Are students over 60 years of age admitted to your institution as regular students?
2. Are any special financial provisions available for elderly students? If so, where in the catalogue is that listed?
3. Is there a specific program and/or person in place to offer counsel in admissions and an educational plan? If so, please name the program and or person, and the phone number where they can be reached.
4. Are there any written statements regarding ageism in the school catalogue? If so please state the page where this information is found.
5. Are senior citizens welcomed as students by staff and fellow students?
6. Are students over 60 allowed full privileges of your institution, including clubs and student organizations?
**Handbook Resources and Content Validation**

Using the catalogues of the listed institutions, the material categorized in the handbook bears the validation of each institution's 2000/2001 catalogue.

**Handbook Design**

The handbook was designed by condensing and defining information from each institution supplying specific data needed. This will allow senior citizens an easier avenue for further inquiry into their pursuit of higher education.

The handbook is divided into five categories. Universities and four year colleges are listed first, followed by community colleges second, technical institutions third, adult vocational classes fourth, and fifth an overview of the elderhostel program.

Available maps of college campuses and higher educational learning institutions are included. Additionally information regarding admission, counseling, and financial assistance are provided.

The handbook was designed primarily as a guide to educational programs that are available to the over 60 crowd. Secondarily, it was designed as a tool of encouragement to push the inquirer into action, that of enrollment, study, accomplishment and success.
Summary

The steps used to develop the handbook are stated. The population to be served is senior citizens residing in San Bernardino County, California. The elderly of adjoining counties are also welcome to use the material presented in the handbook.
CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

As a result of this study a handbook of available institutions of higher learning has been compiled and will be made available to organizations and clubs serving older citizens.

Conclusions

The conclusion extracted from this project follow.

1. Opportunity for older citizens to study, and to equip themselves to serve their community in new or broader areas.

2. There was no overt discrimination allowed in any of the listed institutions regarding age.

3. Older students with all the required prerequisites are welcome in all institutions listed.

4. Counseling and tutoring are available in all institutions for any student requiring special attention or for those perceiving that they need extra help.

Recommendations

The recommendations resulting from this project follow:
1. That all organizations targeting the older population encourage their constituency to continue personal growth. Further higher education may be the best avenue of pursuit to stimulate brain activity, physical well-being, and community participation.

2. Senior citizens will be encouraged to continue to contribute in their community after retirement.

3. Retirees will be encouraged to explore challenging avenues of learning, laying aside personal fears and misgivings.

4. The government (county, state and federal) fund an advocate program to educate the elderly as to their potential for service to their communities and their country.

Summary

Medical science has provided a lengthened life span for both men and women therefore attitudes and opinions must be altered regarding retirement. Physically labor intensive jobs are being modified by technology, thus allowing older participants to continue working past the age of 65. With these factors established, utilization of the abilities and talents of the aged must be continued to enhance the general population. How better can this be
done than to activate the older, available citizens in a learning program, whether it be academic or vocational?
APPENDIX A

HIGHER EDUCATION OVER 60
HIGHER EDUCATION

FOR "OVER 60'S"

IN SAN BERNARDINO COUNTY

A HANDBOOK
FOR
ENERGETIC OLDSTERS
LISTING
INSTITUTIONS IN SAN BERNARDINO COUNTY
WITH DETAILED INFORMATION
THAT WILL ENCOURAGE RE-ENTRY
INTO THE WORLD OF
EDUCATION
Introduction

Retirement is marvelous! Play, travel, enjoy! Then get busy!

Opportunities await you to experience many of the goals that you set aside in earlier years to fulfill your family commitments. Now is your time!

Your years of living experience have been very educational. However, without formal training, or recognition for meritorious contribution some rewarding opportunities are not available to you. Now is the time to gather old records of accomplishment, transcripts from all the higher education institutions you've ever attended, and military classes and certifications you've received. Review these documents, combine them and submit them along with an admission applications to a college or university of your choice. You'll be surprised to discover that you have many skills and much knowledge in given areas that can be applied toward a degree or certificate program. This will allow you to share your lifetime of experience and knowledge with those younger than you.

To stir the gray matter is extremely stimulating. As you are energized to discover new information, you may discover that your physical strength and vitality are also renewed.
This handbook will help answer questions as to how to start on your quest. If it is a degree in Psychology, or learning how to make a quilt, there is a class in a nearby institution eager to make that possible. Start collecting needed records today, then submit an application to the institution that can satisfy your interests.
Universities and Four Year Colleges

Californian State University at San Bernardino

5500 University Parkway
San Bernardino, CA. 92407
(909) 880-5000
Internet address: http://www.csusb.edu

Degrees Offered:

Bachelor, Master, Certificates

List of Departments

College of Arts and Letters

(Art, Communications Studies, English, Foreign Languages and Literatures, Music, Philosophy, and Theatre Arts)

College of Business and Public Administration

(Accounting and Finance, Information and Decision Sciences, Management, Marketing, and Public Administration)

College of Education

(Educational Policy and Research, Educational Psychology and Counseling, Leadership, curriculum and Instruction, Learning, Literacy and Culture, and Science, Mathematics and Technology Education.)
College of Natural Sciences

(Biology, Chemistry, Computer Science, Geological Sciences, Health Science and Human Ecology, Kinesiology and Physical Education, Mathematics, Nursing, and Physics)

College of Social and Behavioral Sciences

(Anthropology, Criminal Justice, Economics, Geography, History, Political Science, Psychology, Social Work, and Sociology)

Registration Requirements:

Admission is available for any student with proper qualifications: A high school diploma and transcript; Transcripts from each accredited institute previously attended; Admission’s tests; All students, regardless of age, are allowed full privileges in associated clubs and student organizations.

Financial Consideration:

Special financial provisions are available to anyone 60 years of age or older under the "Over 60 Program."

"Over 60 Program" in Veterans Information Office, University Hall, 1st Floor.

Counselor: Melissa McQuead

Location:

CSUSB is located at the base of the San Bernardino Mountains, 60 miles east of Los Angeles on the outskirts of San Bernardino.

Text Links:
AD: Administration
BI: Biological Sciences
BK: Coyote Bookstore
CA: Creative Arts
CC: Children's Center
CH: Chaparral Hall
CO: Commons
DD: Univ. Center for Disabilities
EE: Yasuda Center for Extended Education
FB: Foundation Building
FO: Faculty Office Building
HA: HVAC Central Plant
HC: Health Center
HP: Health and PE Complex
JB: Jack H. Brown Hall
PE: Physical Education
PL: John M. Pfau Library
PP: Corporation Yard
PS: Physical Sciences
SH: Sierra Hall
SU: Student Union
SV: Serrano Village
TC: Temp. Classrooms/Offices
UH: University Hall
UP: University Police
VA: Visual Arts Center
Background:

The California State University system had its beginnings in San Jose, California as a normal school. Progression resulted in a system of teachers' colleges in many locations around the state. These were later changed to state colleges and in 1981 the California State Legislature declared all 20 campuses to have the title "University."
Loma Linda University

Loma Linda, California 92350

(909) 824-4300

Internet address: http://www.llu.edu

Degrees Offered:

Certificate, Associate, Bachelor, Master,
Credential, Intermediate, First Professional,
and Doctor.

List of Departments:

Religion
Graduate School
Allied Health Professions
Medicine
Dentistry
Nursing
Pharmacy
Public Health

Registration Requirements:

Admission is available for any student with proper qualifications. La Sierra is the undergraduate school related to Loma Linda University. Transcripts are accepted from La Sierra and other reputable institutes.

Transcripts from high school, and previously attended accredited institutions are required.
Regardless of age, all qualified students maintaining a good grade point average and deportment as stated in the student handbook are allowed full privileges in associated clubs and student organizations.

Financial Considerations:

For information:

E-mail: finaid@univ.llu.edu

(both graduate and undergraduate students)

Location:

Loma Linda University Campus Map
Background:

Loma Linda University was established in 1905 by the Seventh Day Adventist Church. It is a two campus institution, with La Sierra in Riverside, California being the College of Arts and Sciences, School of Business, School of Education, and parts of the Graduate School and School of Religion. Loma Linda University’s rapid growth and service in the community through Loma Linda University Hospital has broadened its academic and research programs extensively extending and establishing it as an international leader in education.
University of Redlands

P. O. Box 3080

Redlands California 92373-0999

(909) 793-2121

E-mail address: webmaster@uor.edu

Degrees offered:

Bachelors, Master and Credential

Programs Offered:

Whitehead College (A graduate and undergraduate program for working adults)

Liberal Arts
Business Administration
Business and Management
Information Systems
Education
Educational Administration
Telecommunications
Counseling

College of Arts and Sciences

Accounting
Art and Art History
Asian Studies
Biology
Biochemistry and Molecular Biology
Business Administration
Chemistry
Communicative Disorders
Community Service Learning
Computer Science
Economics
Education
English
Environmental Studies
French
German
Government
History
International Relations
Latin American Studies
Liberal Studies
Mathematics
Music
Modern Literatures and Languages
Philosophy
Physics
Physical Education and Athletics
Pre-law
Premed
Psychology
Spanish
Race and Ethnic Studies
Religious Studies
Speech and Debate
Sociology and Anthropology
Theatre Arts
Women's Studies
Graduate Programs
Communicative Disorders
Music

Registration Requirements:

Transcripts from high school and other accredited institutions.

Registrants with less than 24 transferable semester units or 36 transferable quarter units are required to take a Sat I or an Act Assessment test.

All applicants are required to submit a personal essay, and must come with recommendations.

Financial Considerations:

Competitive financial aid packages are offered based on both need and merit. Financial aid is available to all undergraduate students who are U.S. citizens or permanent residents. It comes in a variety of forms, such as grants, scholarships, work-study and loans.

For information on financial aid, on-line at: http://www.redlands.edu/admissions/financial_aid.htm
Location:

A beautiful 140 acre campus in the heart of the City of Redlands, California provides an easily accessible educational experience. In addition to the main campus, there are four more regional centers of study in Southern California.
The University of Redlands was founded in 1907 with an innovative academic program centered in each individual student. The curriculum features a solid foundation in liberal arts along with a multitude of interdisciplinary and pre-professional programs. The 14-1 student-faculty ratio ensures personal attention for each student and a high success potential. One unique feature is its Whitehead College, which offers undergraduate and graduate programs for working adults with the same personal commitment to each registrant.
AZUZA PACIFIC UNIVERSITY - VICTOR VALLEY COLLEGE EXTENSION

Main Campus - Citrus and Alosta
Azusa, California 91702
(714) 969-3434
Internet address: http://www.apu.edu

Victor Valley College Campus (Graduate Studies ONLY)
18422 Bear Valley Road (Lower Campus:)
Victorville, California 92392 (Fish hatchery Road)

Degrees Offered:
Masters, Credential, Doctor

Program Offerings at the Masters level:
Teaching English to Speakers of Other Languages
Physical Therapy
Applied Computer Science and Technology
Software Engineering
Business Administration
Organizational Management
Human Resources Development
Educational Administration
Clinical Psychology
Language Development
Social Sciences
College Student Affairs
Educational Technology

Physical Education

Registration Requirements:

Azusa Pacific University offers only graduate work at the Victor Valley Extension. A college diploma from an accredited institution along with transcripts of work previously done both undergraduate and any graduate classes completed.

(760) 955-7555

Financial Considerations:

Financial discount only for graduate students who qualify by being full time active ministerial personnel.

Location:

The main campus is located in the San Gabriel Valley in the community of Azusa. Eleven off-site campuses are located throughout Southern California, with one of those being located in San Bernardino County on the Victor Valley College Campus. These off-site centers schedule graduate classes in the afternoon or evenings for working professionals.
Background:

Azusa Pacific University is a private Christian college noted for its emphasis on a balanced education. With over 30 undergraduate programs and nearly as many on the graduate level, the university provides broad opportunity. Through its low student-teacher ratio a personable and stimulating learning environment is maintained.
CHAPMAN UNIVERSITY

Main Campus:

333 North Glassell Street
Orange, California 92666

Victorville Extension

12421 Hesperia Road, Suite C-6
Victorville, California 92392
(714) 997-6815

Internet Address: http://www.chapman.edu

Degrees Offered:

Master and Credentials

Program Offerings:

Education
Language Development
Lifelong Learning

Online instruction for students who require alternatives to traditional campus-based programs.

Contact: Ben Shelby, Director or Laverne Manns, Educational Coordinator for further information.

Registration requirements:

Victorville Extension offers only graduate work, thus a diploma from an accredited institute and/or transcripts of undergraduate work and graduate work previously completed.
Financial Considerations:

VA benefits are available to eligible veterans and active duty personnel. Stafford student loans are available to qualified requestors.

Location:

Chapman Extension is located on Hesperia Road in Victorville in Carriage Square.

Background:

Established in 1861, Chapman College has offered its students a blend of liberal arts and professional education with outstanding instruction, diversity of majors, and excellence of facilities within a small college atmosphere.
CALIFORNIA BAPTIST UNIVERSITY

Hesperia Extension

Main Campus:

8432 Magnolia Avenue
Riverside, California 92504
(800) 782-3382
Internet Address: http://www.calbapist.edu

High Desert Extension:

Main Street
Hesperia, California

Degrees Offered:

Bachelor, Master, Credential

Program Offerings:

Education Arts
Business Administration
Counseling Psychology
Educational Science

Registration requirements:

A high school diploma and transcript. Transcripts from each accredited institute previously attended. Admission’s tests.

Financial Considerations:

Student Loans and Federal aid are available for qualifying students.
Location:

Main Campus in Riverside with Extension in Hesperia, California.

Background:

Founded in 1950, this church backed university offers a wide variety of majors that lead to bachelor and master degrees. It offers a caring atmosphere focusing on individual growth and personal development.
COMMUNITY COLLEGES

BARSTOW COMMUNITY COLLEGE

2700 Barstow Road
Barstow, California 92311
(760) 252-2411
Internet address: http://www.barstow.cc.ca.us

Degrees Offered:
Associate, Certificates

Programs Offered:
Humanities
Liberal Arts
Administration of Justice
Electronics Technology
Allied Health
Automotive Technology
Business
Business Management
Computer Science
Cosmetology
Drafting
Early Childhood Education
Welding

Social Science
Accounting
Management
Medical Assistant
Natural Science/Math
Physical Education
Photography
Real Estate
Vocational Technology
Registration Requirements:

Registrants must be citizens of the United States, or hold legal documents allowing study in the U.S.

Special circumstances students are allowed to register for class with current transcripts and permission from their high schools.

General registrants need to present high school transcripts, transcripts of any work completed at any accredited higher education institutions.

Enrollment does not demand high school diplomas for adult students, however, they are encouraged to take the GED classes and test for the GED certificate.

Financial Consideration:

CalWORKSs program subsidy is available for qualified students.

EOPS (Extended Opportunity Programs and Services) offers assistance to educationally and economically disadvantaged students.

FSA (Federal Student Aid) along with Cal Grants and Federal Pell Grants are also available for qualified students.

Counselors:

Lynna Heiden, Stu Loudon, Jane Sievers, Jerry Vialpando, and Gene Pfeifer
CHAFFEY COLLEGE

5885 Haven Avenue
Rancho Cucamonga, California 91701
(909)987-1737

Internet Address: http://www.chaffey.cc.ca.us

Degrees Offered:

Associate, Certificates

Programs Offered:

Art and Humanities
Business and Applied Technology
Physical, Life and Health Sciences
Social and Behavioral Sciences

Registration Requirements:

Registrants must be citizens of the United States, or hold legal documents allowing study in the U.S.

Special circumstances students are allowed to register for class with current transcripts and permission from their high schools.

General registrants need to present high school transcripts, transcripts of any work completed at any accredited higher education institutions.

Enrollment does not demand high school diplomas for adult students, however, they are encouraged to take the GED classes and test for the GED certificate.
Financial Consideration:

CalWORKS program subsidy is available for qualified students.

EOPS (Extended Opportunity Programs and Services) offers assistance to educationally and economically disadvantaged students.

FSA (Federal Student Aid) along with Cal Grants and Federal Pell Grants are also available for qualified students.

Background:

Chaffey College was established as a private institution in 1883, but became a publicly funded college in 1916. In 1960 the present property was acquired and a new college was built.
Location:

Located on 200 acres in the foothills of the San Gabriel Mountains.

Chaffey College Main Campus
CRAFTON HILLS COLLEGE

11711 Sand Canyon Road
Yucaipa, California 92399

(909) 389-3372 Admissions & Records
(909) 359-3369 Veterans' Services
(909) 389-3366 Counseling Center

Internet address: http://chc.sbcccd.cc.ca.us

Degrees Offered:

Associate, Certificates

Programs Offered:

Accounting Art
Administration of Justice
Anatomy & Physiology Economics
Anthropology Astronomy
Biological Sciences Chemistry
Business Administration
Business & Office Technology
Child Development Economics
Emergency Medical Services
Fire Technology Spanish
French English
Geography Geology
German History
Liberal Studies Mathematics
Marketing Music
Microbiology Office Administration
Philosophy Physics
Physical Education Political Science
Psychology Sociology
Radiologic Technology Respiratory Care
Religious Studies
Speech and Theatre Arts

Pre-Professional:

Chiropractic Dental Hygiene
Dentistry Education
Forestry Law
Medicine Nursing
Occupational Therapy
Optometry Pharmacy
Physical Therapy
Veterinary Medicine

Lower division transferable courses with a minimum grade of C are guaranteed to transfer to California State University and University of California institutions.

Registration Requirements:

Registrants must be citizens of the United States, or hold legal documents allowing study in the U.S.
Special circumstances students are allowed to register for class with current transcripts and permission from their high schools.

General registrants need to present high school transcripts, transcripts of any work completed at any accredited higher education institutions.

Enrollment does not demand high school diplomas for adult students, however, they are encouraged to take the GED classes and test for the GED certificate.

Financial Consideration:

CalWORKS program subsidy is available for qualified students.

EOPS (Extended Opportunity Programs and Services) offers assistance to educationally and economically disadvantaged students.

FSA (Federal Student Aid) along with Cal Grants and Federal Pell Grants are also available for qualified students.
Location:
SAN BERNARDINO VALLEY COMMUNITY COLLEGE

701 South Mount Vernon Avenue
San Bernardino, California 92410
(909)888-6511

Degrees Offered:

Associate, Certificates

Programs Offered:

Administration of Justice
Allied Health
Automotive Technology
Business
Business Administration
Business Real Estate and Escrow
Child Development
Computer Information Systems
Construction Technology
Computer Integrated Design and Graphics
Electronics and Computer Technology
Electronics Engineering Technology
Fine Arts
Liberal Arts
Fire Technology
Paramedic
Respiratory Therapy
Math/Science
Medical Assistant
Nursing
Paralegal (Political Science)
Restaurant Management
Welding

Lower division transferable courses with a minimum grade of C are guaranteed to transfer to California State University and University of California institutions.

Registration Requirements:

Registrants must be citizens of the United States, or hold legal documents allowing study in the U.S.

Special circumstances students are allowed to register for class with current transcripts and permission from their high schools.

General registrants need to present high school transcripts, transcripts of any work completed at any accredited higher education institutions.

Enrollment does not demand high school diplomas for adult students, however, they are encouraged to take the GED classes and test for the GED certificate.

Financial Consideration:

CalWORKS program subsidy is available for qualified students.

EOPS (Extended Opportunity Programs and Services) offers assistance to educationally and economically disadvantaged students.
FSA (Federal Student Aid) along with Cal Grants and Federal Pell Grants are also available for qualified students.

**Location:**

Now housed on Mt. Vernon Avenue in San Bernardino, but soon to have a new home.
VICTOR VALLEY COLLEGE

18422 Bear Valley Road
Victorville, California 92392
(760) 245-4271
Internet Address: www.vvconline.com

Degrees Awarded:
Associate and Certificates

Programs Offered:
Administration of Justice
Allied Health
Automotive Technology
Business
Business Administration
Business Real Estate and Escrow
Child Development
Computer Information Systems
Construction Technology
Computer Integrated Design and Graphics
Electronics and Computer Technology
Electronics Engineering Technology
Fine Arts
Liberal Arts
Fire Technology
Paramedic
Respiratory Therapy
Math/Science
Medical Assistant
Nursing
Ornamental Horticulture
Paralegal (Political Science)
Restaurant Management
Welding

Lower division transferable courses with a minimum grade of C are guaranteed to transfer to California State University and University of California institutions.

Registration Requirements:

Registrants must be citizens of the United States, or hold legal documents allowing study in the U.S.

Special circumstances students are allowed to register for class with current transcripts and permission from their high schools.

General registrants need to present high school transcripts, transcripts of any work completed at any accredited higher education institutions.

Enrollment does not demand high school diplomas for adult students, however, they are encouraged to take the GED classes and test for the GED certificate.

Financial Consideration:

CalWORKS program subsidy is available for qualified students.
EOPS (Extended Opportunity Programs and Services) offers assistance to educationally and economically disadvantaged students.

FSA (Federal Student Aid) along with Cal Grants and Federal Pell Grants are also available for qualified students.

Additional Information:

In addition an Adult/Continued Education program is offered with a variety of class including basic skills training, older adult education, parenting, ESL and physical

Location:
NATIONAL EDUCATION CENTER,

SKADRON COLLEGE OF BUSINESS

825 East Hospitality Lane
San Bernardino, California 92408
(909) 885-3896

Internet Address:

Degrees Offered:

Certificate and Associate

Programs Offered:

Medical Business Office
Medical Tech
Dental Business Office
Dental Tech
Allied Health

Registration Requirements:

Have a high school diploma, G.E.D. or equivalent: Meet with a representative of National Education Center; Pass an admissions exam; Arrange a time to tour the school; Pay the application fee.
Financial Considerations:

Colleges are eligible to participate in federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended and as administered by the U.S. Department of Education.

Location:

Downtown San Bernardino

Background:

A private profit making institution established in 1907, and associated with the Association of Independent Colleges and Schools.
ITT TECHNICAL INSTITUTE

630 E. Brier Drive
San Bernardino, California 92408
(909) 889-3800 or (800) 888-3801
Internet Address: http://www.itttech.edu

Degrees Offered:
Bachelor and Associate of Science, Certificates

Courses Offered:
Computer-Aided Drafting Technology
Electronics Engineering Technology
Industrial Designing
Information Technology

Registration Requirements:
Have a high school diploma, G.E.D. or equivalent, Meet with a representative of ITT Tech, Pass an admissions exam, Arrange a time to tour the school, Pay the application fee.

Financial Consideration:
Colleges are eligible to participate in federal student financial aid programs authorized under Title IV of the Higher Education Act of 1965, as amended and as administered by the U.S. Department of Education.
San Bernardino County School District offers adult vocational education classes at Community Colleges previously listed, as well as in public high schools, and community event centers.

Information for class schedules, times and locations can be accessed through your local high school or the San Bernardino County School District.

An example of opportunities is the:

**Hesperia Adult School**

16527 Lemon Street

Hesperia, California 92345

(760) 244-1771 ext 107

Programs Offered:

Computer Classes

High School Diploma G.E.D. Test Preparation

English Grammar and Reading

Advanced Training Classes for Dental Assistants

Citizenship
### INDEX OF COURSES
#### SPRING 2000

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***CALL DISTRICTS FOR FALL 2000 SCHEDULE***

San Bernardino County School District
Elderhostel offers inexpensive, short-term, academic programs for seniors 55 or older. These courses aren't for credit and there's no homework, but they are lots of fun! The program fee covers lodging for five nights, three meals a day and instructions in three classes.

The classes are varied in subject as well as venue. Lodging is provided in resort areas, from the mountains to the desert, in fine hotels or inns. The meals are served graciously, featuring cuisine of the area.

Some subjects offered for study are:

Beginners Computers
Internet, E-Mail and the World Wide Web
Bridge; Learn to Dominate this Classic Game
Geology of the Mammoth Lakes Area
Presidential Politics
What Makes Great Music Great?
Enjoying Music in its Historical Context
Astronomy for Everyone

Administrative Coordinator: Donna McLain
126 Garner Valley
(909) 659-0328
FAX: (909) 659-3248
APPENDIX B

PROPOSAL FOR PROMOTIONAL
PROPOSAL FOR PROMOTIONAL PLAN TO ENCOURAGE THE

ELDERLY TOWARD TO PURSUE FURTHER EDUCATION

A. Distribute one copy of resource handbook to each Senior Citizen Center in San Bernardino County and each higher educational institution.

B. Offer a luncheon program to Senior Citizen Centers of introduction, encouragement and entertainment to promote active interest in the pursuit of further education.

C. Introduce handbook to San Bernardino Council on Aging.

D. Introduce handbook to State Representatives from San Bernardino County.

E. Introduce handbook to Senator representing San Bernardino County in the United States Senate.

F. Arrange tours of educational institutions for interested parties.
REFERENCES FOR HANDBOOK

Azusa Pacific University financial aid information packet (1999-2000)
California Baptist University graduate catalog. (1999-2000)
University of Redlands On-Line Catalog. (1999-2000) (E-mail) webmaster@uor.edu
REFERENCES


California State University, San Bernardino 96-97 Catalog of Programs. (1996)


