



Becky Sisley

*Emerald photo*

# Women get athletic grants in Title IX compliance step

By MADELEINE MATTHEW  
Of the Emerald

In one of the first steps taken to achieve Title IX compliance, 19 returning women athletes and several outstanding incoming freshman and transfer students will receive grants-in-aid at the University this fall.

Title IX is a blanket federal law designed to end sex discrimination and it is being applied to athletic funding and services at the University. As a result, the men's and women's athletic programs recently merged into a single department. The University has until next June to achieve total compliance with the law, or it faces the possibility that federal funds will be cut.

According to assistant athletic director Becky Sisley, the grants represent "not only a symbolic victory but a real monetary victory as well."

But, says Sisley, they are only partial tuition grants and don't come close to the "full-ride" scholarships offered to male athletes.

Part of the reason for this disparity is that in spite of the merger, women come under different rules than men for recruiting and awarding grants. National guidelines specify that only tuition scholarships can be given to women athletes, while schools are allowed to include room, board and books as well for men.

Sisley, who is happy with the merger so far, says that it has brought women other advantages. Scheduling makes the sharing of facilities more equal — "Women have never used Mac Court before and now they can," she explains.

However, the merger alone is not enough to satisfy Title IX requirements. Much more money is needed and this, explains Sisley, is where the big problem lies.

"The University has no more money to give us," she says. "And no aid will come from the state either since the Legislature refused to consider funding that would have covered personnel, administration and transportation costs."

According to Sisley, even if the money were approved it wouldn't have covered such essential "capital outlay" expenses as office, locker and building construction.

Sisley says she doesn't think the men's programs have money to spare either. But according to Ray Hawk, vice-president of administration and finance, "dismantling some of the men's programs may be the only alternative...but the men cannot pick up the battle alone because they are operating in the red right now."

Hawk, calling the situation a "very unhappy one," said the women have difficulty raising money and presently rely on student incidental fee support for nearly half of their budget. And he says the University has indicated it is not willing to increase that figure.

Men's athletics receive only about seven per cent of their support from fees and general funds. Most of their money is raised through gate ticket receipts for basketball and football and from private donations. Because of conference affiliation, they also get a share of Rose Bowl receipts and television sales. But to satisfy the law, the men may find themselves sharing this money with the women.

"Another problem" explains Hawk, "is that we just aren't clear as to what's meant by Title IX — whether it's equity in funding or in opportunity." This question won't be answered he says until court decisions give the schools a direction to follow.

More funds are required, though, just to provide equal opportunity and services to women. Hawk sees staff upgrading and new facility construction as the two areas where major aid is needed.

## Special ed adopts new endorsement rules

By LAURENCE MAGDER  
Of the Emerald

A pilot special education program begun by the University last year has received official approval from the Oregon Teacher Standards and Practices Commission and means major curriculum changes this fall.

The new program stresses the severity of a handicap rather than the kind of handicap a child has. Students will be able to choose between endorsement to teach the severely handicapped learner or the mildly handicapped learner.

Under the old program students could receive a basic certification with endorsement to teach either the mentally retarded, those with extreme learning problems, or the physically handicapped.

The new program is competency based. A specific set of skills deemed necessary for effective teaching of handicapped learners has been delineated, and the program is designed to insure that the students acquire those skills.

The new program was set up to

comply with state guidelines adopted in June, 1975. It was created by a consortium of public school teachers and administrators, parents of the handicapped, University students and faculty. According to Associate Prof. Knute Espeseth, coordinator of special education and a member of the consortium, this is the first time in Oregon a teaching program has been set up by such a consortium.

Espeseth said the new program follows the spirit of a nationwide trend to try to bring handicapped children into the mainstream of public education. "For the mildly handicapped we try to make their education as normal as possible," he said. He pointed out that recent federal legislation says all children have a right to be educated, and "if a child is handicapped, we can't exclude him as was done in the past in many cases."

In this spirit, the new program includes required classes which teach students how to serve as consultants for teachers who may have handicapped children in their classes.

There are more required classes

under the new program. "We'd like it to be a four-year program," Espeseth said, "but realistically it would take very careful planning to fit it into four years."

Espeseth sees the change from categorical endorsements to the more general endorsements offered by the new program as a positive step. He points out the categories often overlap; it is rare to find a handicapped child who doesn't have more than one kind of learning disability.

Furthermore, with the trend to funnel handicapped learners into the public schools, prospective teachers with the more general endorsement might find it easier to get a job.

"The new program gives the individual a much broader base with which to go into the job market," he said, "and it gives the employer more flexibility in the hiring of teachers."

Last year was a pilot year for the program and it is currently being evaluated. Anita Archer, head of the mildly handicapped endorsement program is involved with that evaluation.

She said all students who have

been certified under the new program, their instructors and their practicum supervisors have filled out evaluation forms. She also said that she's received "lots of feedback from teachers in the field on the improved quality of the certification program."

There will be no more categorical endorsements extended after this summer. Those who have a basic certification with a categorical endorsement have until 1982 to complete the standard categorical endorsement. Those currently holding a standard categorical endorsement can convert to a standard handicapped learner endorsement by completing four specific University classes.

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