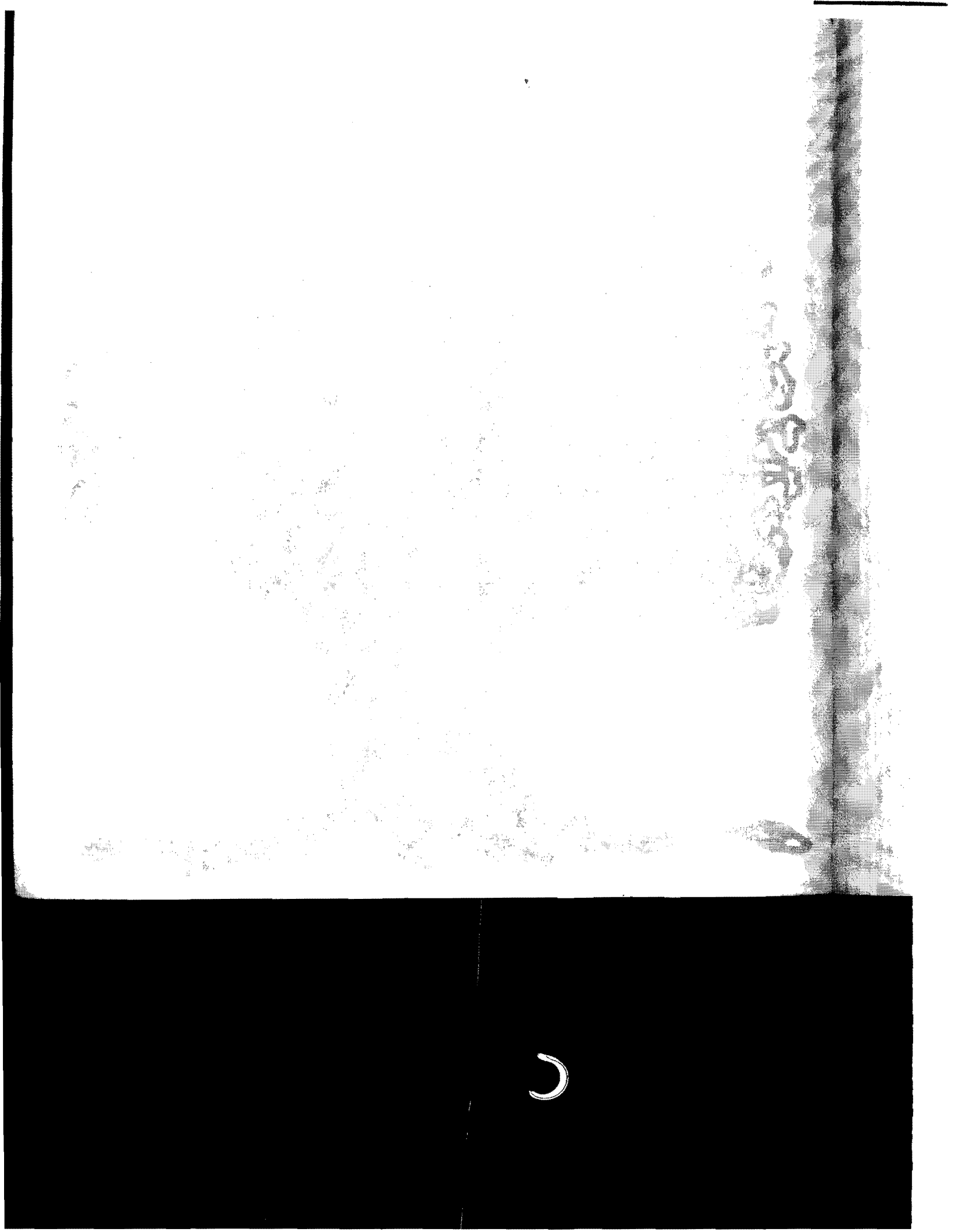


PACIFIC OAKS
COLLEGE

1973-1975





PACIFIC OAKS COLLEGE

Founded by Friends

Upper-Division Undergraduate and Graduate Study

HUMAN DEVELOPMENT/EARLY CHILDHOOD EDUCATION/
PARENT EDUCATION/TEACHING CREDENTIAL PROGRAMS

Pasadena, California



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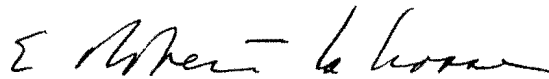
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PRESIDENT'S MESSAGE

"Most of us are at Pacific Oaks because we've found strengths here we could not find elsewhere. But, in saying that, I don't want to imply that we think the school is perfect or even close to it. In fact, one of the real virtues of the school is its continual self-examination and desire to improve.

"Any college that is honest with itself is going to be facing rough questions, and perhaps finding very few good answers. We are a school of 'process' rather than one of 'truth.' People make 'process'; institutions endlessly hang on to 'truth.' One thing which I think troubles students today is not that colleges have not found all the answers, or 'truths,' but that colleges may not be asking the right questions—may not, in fact, be engaging in 'process.'

"In this context, I think we can say honestly that the faculty and administrative staff are ready to listen to questions and to be challenged. I think that that willingness to engage in 'process' accounts for much of the openness here which permits students to explore what's really on their minds. And I think it accounts for our sense of community—perhaps not always up to our ideal, but a pretty fantastic sense of community nonetheless."



E. Robert LaCrosse, President





I. PACIFIC OAKS: AN EDUCATIONAL CENTER



The faculty tries to help students gain a sense of who they are as persons, and a sense of how they can relate constructively to other people. There is concern here for the quality of human relationships."—Mio Polifroni, Faculty Member

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Philosophy

Education is, or should be, the most human of all our experiences.

While Pacific Oaks' primary mission is to prepare adults to serve young children professionally, it attempts to go beyond the skills-centered approach to professional preparation which has dominated such institutions for too long.

"Professional preparation" has traditionally meant "skills acquisition," and this has implied that the role of the teacher in society is one concerned with one-dimensional academic achievement rather than genuine human growth.

The more difficult, more noble task of educating to bring man's spirit and intelligence into fruitful harmony was reserved for the liberal arts.

Pacific Oaks offers a strong program of professional preparation through programs leading to the B.A. or M.A. in Human Development, and through the California Multiple Subject Teaching Credential mandated by the Ryan Bill, which was signed into law in July, 1970.



Four major curriculum areas are offered: The first is for the preparation of elementary and early education teachers; the second for the preparation of administrators of early childhood education programs; the third, for the preparation of college teachers in human development; and the last, for the preparation of parent development specialists. The first of these has been offered at Pacific Oaks for many years. The others are in various stages of development, but will be completed within two years. They will be as strong as the first.

Pacific Oaks has never acknowledged the historical distinction in education between the "skills-centered" approach to teacher preparation and the liberal arts concern for the education of the "whole person."

Therefore, the College seeks to educate in the broad sense, as well as to prepare in the traditional sense. Its aim is to graduate students whose professional skills are in harmony with, and are an outgrowth of, their total human person.

In this sense, Pacific Oaks' education style parallels that of the liberal arts institution more than that of the teacher preparation institution. However, although parallels in style may exist, Pacific Oaks is distinctly different from most liberal arts institutions in technique.

For Pacific Oaks is a community as well as a college.



The key to the human aspects of education is, therefore, experiential rather than academic, personal rather than classical.

While other institutions approach the liberal arts through the study of elements in man's past that have helped humanize his civilizations, Pacific Oaks seeks to approach them through a "sense of community," a climate which encourages individuals to interact regularly with the essential "humanness" of others of all ages.

Pacific Oaks believes that a setting which supports and encourages a personal search for truth, through interpersonal as well as intellectual pursuits, will have more lasting impact, in human terms, than the setting which presents man's history through texts without providing the medium for seeking one's own place in time and culture.

At Pacific Oaks, each person helps define the community through his contribution to it. The community, in turn, provides a supportive social context in which individuals can discover themselves and their "truths." Each member of the community may seek a different personal validation of his "truths."

The College believes its unique community atmosphere will help students be prepared when they leave the campus to participate in the experience of education in a way which is at once very professional and deeply human.

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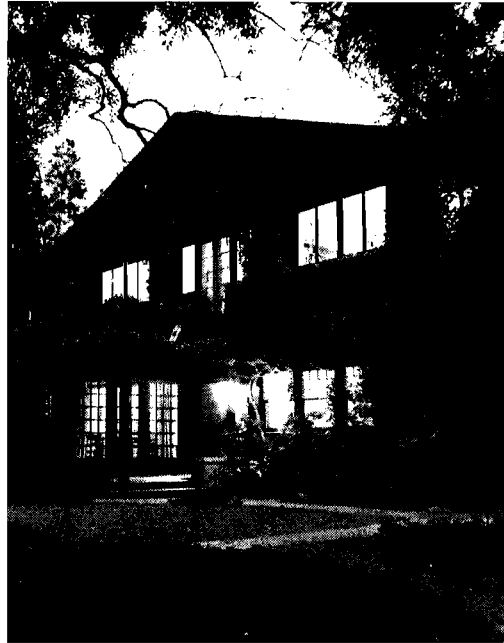
The College: Purposes and Scope

Pacific Oaks is an upper-division college which emphasizes the process of education as much as its content. The College aims to cultivate the process while focusing on the broad field of human development with a specialization in early childhood education, college teaching, parent education or early childhood administration.

There are approximately 90 BA students at Pacific Oaks, 105 MA students and 140 credential students.

Sharing the College campus is a Children's School. Several other related and interdependent programs carried out by the school complete the Pacific Oaks community (see "Pacific Oaks: A Community").

An important key to education at Pacific Oaks is the fostering of an environment in which individuals of all ages may grow and acquire the tools or skills with which they can cope with life and continue to engage in the educational process. Among these tools are the ability to communicate effectively, to think both concretely and abstractly, and to understand and engage in the process of inquiry. Without such tools the practical application of education is difficult.



Three basic concepts have set the tone for the development of the school's educational style and philosophy. These are: 1) that growth is a dynamic and lifelong process; 2) that every individual has a fundamental worth; and 3) that each person, no matter how young or old, has a unique identity and human potential which he contributes to the lives of all those with whom he comes in contact.

Direct experience in Pacific Oaks Children's School, or in one of several other schools and community settings, accompanies each student's interdisciplinary college course work.



Undergraduate students may complete one of three BA degrees: a BA with a Human Development major; a BA in the behavioral sciences with no major; a BA with a diversified major. The last can be completed only by students admitted to the Credential Program.

Pacific Oaks also offers a Master of Arts program in Human Development, and cooperative master's programs in Human Development with Cedars-Sinai Medical Center in Los Angeles or the Dubnoff Center for Child Development and Educational Therapy, and in Education with the Claremont Graduate School in nearby Claremont.

Under a special award from the Grant Foundation received in June, 1973, a graduate program in Early Childhood Administration will be developed.

Since 1969, Pacific Oaks has offered a continuing master's program to working professionals in the field of early education. It is partially funded through the federal Education Professions Development Act.

In both the EPDA and graduate Early Childhood Administration programs, a few fellowships for qualified applicants will be available.

Although the College feels the faculty's main role is in teaching and developing strong faculty-student ties, it has also sought through research to contribute new insights into young children, family life and human relationships. During the past several years, research on day care environments and on the effects of learning environments on young children has made Pacific Oaks one of the leading national information centers in those two important fields. Various other research projects are carried out by individual faculty members, students and professionals from other institutions by special arrangement.

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History

At the close of World War II, seven Quaker families in search of ways to contribute to a more peaceful world founded Pacific Oaks Friends School.

Their interests and backgrounds in education, and the availability for purchase of the Pasadena site of Broadoaks School of Education, Whittier College's training facility for early education teachers, led logically to the establishment of a nursery school.

In October, 1945, three months after purchasing the Broadoaks property from Whittier, Pacific Oaks Friends School opened with an enrollment of 60 children.

Among the founding families were a specialist in early childhood education and two former college instructors. Their interests and experience had a deep influence on the young school's program in the early years.

They envisioned a "type of people's college carrying forth traditional Quaker concerns," and noted that "if the program has any vitality and meaning, it will grow out of the concerns, the talents and the interests of the people joined together in this adventure."

Within 16 months of the opening of the nursery school, several other programs, including a Community Education component, were begun. They formed the nucleus of a cooperative residential community. Among them was the experimental Telluride Junior College funded by the Telluride Association of Cornell University. When the growth of Pacific Oaks made conditions on the small campus crowded, Telluride decided to move, thus prompting Pacific Oaks to set up its own program for student teachers and staff.

It was out of this in-service program for teachers and parents of children in the nursery school that an informal teacher education component grew. A two-year program, formally established in 1951, was the first step toward the founding of Pacific Oaks College. It recognized the growing need for skilled early education teachers and the dearth of training programs for such professionals.

The school had been incorporated under state law as a non-profit institution in 1947. In 1950, the Pacific Oaks Association was formed. It consisted of about 100 founders, staff members, parents, volunteers and others interested in developing the school's program. The Association played an expanding role in the design of school programs and in the school's governance.

In 1958, the Teacher Education Division was re-incorporated as a college and chartered by the State of California to grant degrees. With the charter came a revision in the school's mode of governance. Control was passed from the loosely organized Association to a Board of Trustees. In 1961, the school's official name was changed from Pacific Oaks Friends School to Pacific Oaks College and Children's School (Founded by Friends). Although control of Pacific Oaks has passed from the hands of the founding families and the original group of Friends which guided it in the early years, their philosophy and style of education has endured.

The late Evangeline Brainard Burgess, who served as first president of Pacific Oaks (1962-65), firmly established the present scope of the College. She had been associated with the school since 1946, and was a warm and gifted leader who saw very clearly the importance of early childhood education. Mrs. Burgess strengthened community and parent education programs and initiated several research projects, as well as joint academic ventures with neighboring colleges.

Edwin C. Morgenroth, one of the founders of Pacific Oaks Friends School, became president in 1965. During his term, the college curriculum was expanded, enrollment was increased, and the school's involvement with Project Head Start was made firm.

From 1965-72, Pacific Oaks housed Head Start's Regional Training Office, which coordinated all Head Start training projects in Southern California and the Southwest.

Pacific Oaks' third president, E. Robert LaCrosse, came from the Harvard Graduate School of Education to take office in September, 1969. At Harvard he played a major role in the much-publicized Preschool Project, which studied learning and behavior patterns in young children, with particular emphasis upon the effects of maternal styles.

Under Dr. LaCrosse, Pacific Oaks has set its sights on augmenting the present scope of the institution by adding educational programs for children from the age of a few days to the age of eight years. Included will be an Infant Education Center for children from birth to two years, the ages for which new information is vitally needed; a full Day Care Program for children two-and-a-half to six years; and an Early Elementary Program equivalent to the first three years of elementary school which will demonstrate, in a way relevant to the interests of public schools, that there can be a continuity in education from birth to the age of eight.

At the college level, there will be four basic program areas: parent development; junior college teacher preparation; early childhood administration, and nursery school teacher preparation.



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Campus and Environs

Pacific Oaks' compact three-acre campus is located in an old-quiet residential neighborhood of Pasadena. It is situated about midway between downtown Los Angeles (a ten-minute drive), and the 650,000-acre Angeles National Forest, a wilderness area. A block from the campus is the 4.5-mile-long Arroyo Seco, a developed park area which lends itself to hiking, bicycling and riding. Golf, tennis and archery are also available in the Arroyo. The College's location puts nearly all types of recreational, educational and cultural opportunities within easy reach.

Pasadena itself has many activities of interest to and available to members of a college community. Pasadena is a multi-racial, multi-ethnic city of 125,000. Its public schools are fully integrated. The Pasadena Art Museum, with its celebrated collection of contemporary art, is less than a mile from the Pacific Oaks campus. The Henry E. Huntington Library and Art Gallery, in neighboring San Marino, is about four miles away.

The Los Angeles and Pasadena Symphony Orchestras give concerts regularly in the city and in downtown Los Angeles. A variety of small theatre groups is active in the city. Also near the Pacific Oaks campus are clubs which offer folk dancing and folk music.

In addition to Pacific Oaks there are four other colleges in Pasadena, including Pasadena City College and the California Institute of Technology. Los Angeles' Occidental College is within easy reach. Caltech's Beckman Auditorium hosts many nationally known performing artists. Skiing and other winter sports are within an hour's drive during the winter. Los Angeles area beaches are about 35 miles from the campus—about a 50-minute drive.

The campus itself consists of three large former residences and two smaller buildings. These redwood structures house offices, classrooms, library, Children's School rooms and a shop. The outdoor area includes spacious play areas and simple gardens. The charm of the campus is greatly enhanced by enormous California Live Oak trees which attract a variety of birds and provide character as well as shade.

Classes meet under the oaks from time to time, and because most college students, as part of their training, work in the Children's School, a good deal of time is spent outdoors.

Public transportation to and from the school is available, though less convenient than other modes of travel.

Because of a desire to provide more space to faculty and staff, and to increase enrollments in the College and Children's School, Pacific Oaks will probably acquire more land or facilities in the Pasadena area for this expansion.

Pacific Oaks: A Community

Above all, Pacific Oaks is a community. The community consists of several autonomous yet interdependent educational components which strive continuously for a balance between concern for excellence and respect for the worth of each individual.

The College and the Children's School are the largest components of the community. Through the interaction of college students and faculty with parents, children and faculty in the Children's School, the sense of community is maintained. The feeling of community is shaped by felt needs expressed on a year-to-year basis, tempered by tradition. Each year new parents come to the school, along with new children, new college students and some new College and Children's School faculty members. They frequently bring new talents and new concerns. Ideas hatch. New plans are made. New goals develop. The institution attempts to respond creatively and supportively in order to carry out the new programs. Such an approach to the administration of Pacific Oaks facilitates freshness and innovation.

The College

Pacific Oaks College seeks to provide a personal education in the behavioral sciences to students spanning a wide age range and

encompassing a broad range of interests and educational backgrounds. Growth in understanding of self and others, development of competence and creativity in interpersonal relationships, and commitment to applying this competence within the framework of a sound personal philosophy are central goals of the college program.

The College believes that education cannot truly be personal without being flexible. The faculty is given substantial freedom to pursue with individual degree candidates academic programs and projects which, while promoting the College's goals of growth for students, will leave open a variety of avenues to those goals. The College attempts to reward individual imagination and initiative, both in the arrangement of an appropriate college curriculum for each individual student, and in the design of projects to help meet requirements for specific courses. Students are provided with options and are encouraged to exercise them.

Inherent in the Pacific Oaks philosophy of education is the conviction that learning does not take place apart from the "real world." Many students, both undergraduate and graduate, come to Pacific Oaks with a wealth of previous past experience. The College attempts to recognize the validity of such experience by providing procedures which allow course credit to be granted for pertinent previous life experiences.



"The major appeal of Pacific Oaks is the attempt it makes to honor children by respecting their concerns, needs and interests. If the place works, it works because the same principles which govern our efforts to serve children govern our efforts to serve each other."—David Burke, Former Parent

Pacific Oaks is a learning center not only because it retains a professional faculty whose talents are available to students, but also because the school recognizes that frequently students will have as much to learn from each other and through reading and research work as they will from the faculty. To try to ensure that all members of the Pacific Oaks community have easy access to this kind of interchange, in classes as well as in day-to-day contacts, simplicity and informality are nurtured.

The Children's School

The Children's School is the embodiment of Pacific Oaks' approach to early education. Although College students have the opportunity of working in it for course credit, the Children's School differs from a laboratory school in at least two respects. First, it exists as much to serve parents and children as to serve the College. Second, parents with children in the school and teachers, along with the Children's School Coordinator, all play an important part in the school's functioning.

The school serves 120 children between the ages of two years, nine months and eight years. It strives to serve children of many races and cultural backgrounds in a natural, unhurried, creative environment.

Emphasis is placed on the socio-emotional and intellectual growth of each child, and on helping him to develop self-confidence, respect for others and the ability to cope successfully with people, ideas and the changing physical world around him. Child-centered learning and a curriculum geared to the individual's rhythm of development are believed essential for preschool children.



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"Open education" is the teaching model used throughout the Children's School, and much of the curriculum reflects the developmental theories of Swiss Psychologist and epistemologist Jean Piaget.

All students in the College, as part of their degree requirements, work at least one semester teaching in a school. Currently, most students take this practicum at Pacific Oaks Children's School.

Parents meet formally with Children's School staff at least twice a year to discuss individual children. They may meet informally much more often. Parent education is an important part of the Children's School program. An informal program develops each year based on the interests of parents.

Equipment in the children's yards has been designed to meet the developmental needs of children under seven by the faculty, staff and parents of Pacific Oaks. Many of the individual pieces have been built by parents, with the help of Russell Dawson, a master craftsman who served as Pacific Oaks' Maintenance Supervisor.

Because the Children's School reflects simplicity of purpose and the continuous study of equipment, playground design, materials and methods, as well as current knowledge in the field of early childhood education, it provides an excellent setting in which to train future teachers and leaders in the early education professions.

The Andrew Norman Library

The Library maintains an outstanding 20,000-volume collection of books, pamphlets, periodicals and unpublished papers which focus on early childhood education and human development. Reference books and selected works in other fields, such as fiction, history, biography and photography, add a desired breadth. All are available to students and are housed in a pleasant atmosphere for study.

The Julia Dickinson Memorial fund, established in 1959, makes possible a continual acquisition of works important to the understanding of young children. In 1966 the Southern California Association for the Education of Young Children (SCAEYC) initiated a fund aimed at broadening the Library's collection of material for the education of teachers of young children. It is called the SCAEYC-Evangeline Burgess Memorial Fund, in honor of Pacific Oaks' first president.

The Historical and Critical Collection of Children's Literature, one of the best such historical collections in the West, was initiated in 1956 by one gift. It grows each year. Another collection, The Friends Collection, contains writings by and about Friends and the Society of Friends.

In 1963 an organization called Friends of the Library was formed to ensure future contributions of important works and financial resources to the Library.

Mother's Club

Since 1961, Mother's Club has provided varied educational programs to families, parents and children from a broad range of ethnic and economic backgrounds. In the fall of 1970, the Mother's Club Cooperative Nursery School was formed. It strives for equal Anglo, Mexican-American, Negro and "other" enrollments. Although Pacific Oaks provides only limited financial support, it has traditionally supported Mother's Club in many other ways. Students in the College who seek experience working with diverse age and economic groups have taken their practicum experience at Mother's Club, located on the premises of the Orange Grove Friends Meeting in Pasadena.

Creative Environment Workshop

The Creative Environment Workshop is a resource center which provides an exploratory setting in which college students, parents and faculty, together with public agency personnel, can experiment with various media and, in so doing, shape an educational experience for themselves. This open-ended vehicle offers insight into children's learning processes by permitting students to experience the same kind of open curriculum emphasized in the Children's School and the College's Teacher Education Program.



Burgess Memorial Lecture

Begun in 1968 and named for the first president of Pacific Oaks, the Evangeline Burgess Memorial Lecture each year brings a national figure in the field of human development and education to Pacific Oaks to lecture and visit informally with students. Speakers have included Drs. Jerome Kagan and Burton L. White of Harvard University, Dr. Milton J. E. Senn of Yale University and Dr. Lois Barclay Murphy of the Menninger Foundation and Children's Hospital, Washington, D.C.

Bookstore

The College operates a bookstore on the Pacific Oaks campus which offers a fine selection of books on human development, early childhood and elementary education, and some children's books.

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The 'Mini School'

A "Mini School" which serves 15 children between the ages of seven and 13 has been established by a faculty member and operates during the school year. Students in the school typically take a one-year sabbatical from public school to participate in this "school without walls" program. Children of all age levels in the school share the same educational experiences and receive regular school credit for the year.

Infant-Parent Center

In 1971, a Pacific Oaks faculty member launched a cooperative project with the Well Baby Clinics of the city of Pasadena aimed at giving college students an opportunity to work with infants and toddlers.

The program has gradually developed into a distinct entity, and now maintains no formal association with the city.

Mothers and their infants and toddlers, guided by members of the faculty, hold classes on the early stages of child development. Discussions are both theoretical and practical, and offer students a learning experience in parent development and infant-toddler development.

During the summer of 1973, an off-campus location was acquired for the project, which is described under course numbers HD 182-183 and HD 282-283.

Community Service

There is a strong feeling within the Pacific Oaks community that an educational institution should serve not only its constituents but also the broader world beyond the boundaries of its campus. Therefore, Pacific Oaks conducts or helps to conduct several community service programs which not only extend its unique resources into the Southern California area, but also enrich the store of information and experience which contribute to a fuller campus life.

Extension courses and special lectures and workshops are offered to the community and to staff members of agencies which administer educational programs for young children in the area.



The *Parents' Committee* of the Children's School each year hosts a fund raising event. Proceeds are used for scholarships to the Children's School.

As an outgrowth of a 2½-year study of Pasadena's family day care network, the informal child care provided in private homes in urban areas, a group of about 45 "family day care mothers" involved in the study organized to upgrade their image and improve professional standards.

The organization, called *Women Attentive to Children's Happiness (WATCH)*, has endured although the original Community Family Day Care Project, funded by the U.S. Office of Child Development, has completed its work.

WATCH members, with assistance from Pacific Oaks faculty members, have devised a family day care curriculum, completion of which will result in the awarding of a certificate by the College. The College provides a meeting place for the group.

Pacific Oaks students may take a practicum on day care in the home of a WATCH member.

Consulting services by individual Pacific Oaks faculty members are available to early childhood education programs under a variety of arrangements.

Relations with Other Institutions

Inter-institutional study at Pacific Oaks enables students either to broaden their education to include areas outside the Human Development major, to strengthen their background within the major, or to specialize in particular aspects of the field of early childhood education.

Available are a Master of Arts degree in education, offered in cooperation with the Claremont Graduate School (with Claremont awarding the degree), and undergraduate and graduate courses offered in cooperation with the Cedars-Sinai Medical Center, Julia Ann Singer Preschool Psychiatric Center, the Dubnoff Center for Child Development and Educational Therapy, and the Los Angeles Child Guidance Clinic. The latter three programs offer students an opportunity to work in a therapeutic nursery school setting where the observation of children may be integrated with clinical assessments of their emotional and educational problems. Pacific Oaks course credit is given for courses completed at these centers.

Students from nearby educational institutions have undertaken individually designed field studies at Pacific Oaks, and Pacific Oaks students have elected courses at neighboring institutions as part of their regular plan of study. Cooperating institutions have included Watts Media Center, Occidental College, the Pasadena Art Museum, Pasadena Playhouse

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College of Theatre Arts, the Environmental Preschool, California State University at Los Angeles, School of Theology at Claremont, University of Southern California's Schools of Medicine and Social Work, Children's Hospital, White Memorial Hospital, the Children's Treatment Center of the Camarillo State Hospital, and the Pasadena Unified School District and the Los Angeles Unified School District.

Cooperative Internship Credential Program with The Little School

During the 1970-71 academic year, Seattle's innovative Little School became affiliated with Pacific Oaks and established a fifth-year Elementary and Early Childhood Teaching Credential Program. It is the first such program available on the Puget Sound area of Washington.

The Little School, founded in 1959, stresses child-centered education for the nursery and primary school grades.

The credential program consists of a one-year post-baccalaureate internship at the Little School. Coursework in the program parallels the requirements for Early Childhood and Elementary Teaching Credential candidates at Pacific Oaks (see "Teacher Education"), and credit is given by Pacific Oaks for completed Little School courses. Students completing the Little School program are eligible to apply through Pacific Oaks for the Early Childhood or Elementary Childhood Teaching Credential in California. Holders of California credentials may apply for reciprocity in the State of Washington. Graduates of the program may also apply to the Washington State Department of Education for an Elementary Teaching Credential in Washington.



II. STUDENT LIFE

*"This has been my first
experience working with very
young children. It has really
opened my eyes to what the
world is like and to what I
can do to make their world
fuller."—Marla Nesbitt,
Former Student*



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Students

An attempt has been made throughout this catalogue, particularly in the photographs, to communicate something of what student life is like at Pacific Oaks, and something of how students at Pacific Oaks grow. Hopefully this will convey a feeling for an environment in which a diverse group of individuals seeks—and often finds—the living skills which transform the group into a community.

It is fruitless to describe the "typical" Pacific Oaks student. Students are individuals when they enter the College. A college experience aimed at instilling or encouraging the same strengths in all students would probably not be very valuable.

Students include recent junior college graduates and transfer students from four-year colleges; married men and women whose educations were interrupted by family commitments and who seek further academic training in a mature atmosphere; teachers and other professionals who use courses to augment their skills, or who pursue course work leading

to an Elementary or Early Childhood Credential, a Children's Center Permit, or an MA degree; a limited number of foreign enrollees with an adequacy in spoken and written English; mothers with children enrolled in Pacific Oaks Children's School who work in one of the Children's School classes and may take one tuition-free course for each semester's participation; and students from other institutions (see "Relations with Other Institutions") who enroll for courses to enrich their education.

For the past few years, the mean age of the student body has decreased, and the number of men students and minority group students has increased. Pacific Oaks is encouraged by all three trends.

Students who have attended Pacific Oaks have expressed interest in: teaching in the early education field; administering public and private schools and day care centers; research in the behavioral sciences or education; teaching or counseling disadvantaged, emotionally disturbed or physically handicapped children; working in medicine, social work, sociology, psychology or related fields in which a background in human development will be helpful; pursuing creative work related to children, including writing, television, newspapers, radio, theatre and designing; and applying the open classroom curriculum used at Pacific Oaks as a model for elementary and secondary education; teaching human development and education courses in junior colleges; and working with parents in infant programs, family and group day care and other early education programs.

In contrast to many colleges, Pacific Oaks does not stress participation in traditional campus activities with many other students of similar ages and backgrounds. Rather, the environment is such that students frequently develop relationships with small children, faculty members, parents and other students of all ages. Students share responsibility for contributing growth-producing relationships to the Pacific Oaks community.

Student Services

Counseling

With the exception of special (non-admitted) students, each Pacific Oaks student has a faculty adviser who helps in the planning of appropriate course sequences and attempts to guide him toward his designated educational and personal goals. The adviser is important in the College's individualized approach to education. A change of adviser may be made if it will facilitate maximum ease and confidence of relationships. Counseling for serious personal and emotional problems is not handled by the College, although the Student Counseling and Guidance Coordinator is prepared to make referrals as indicated by individual needs.



Religious Life

Students are assumed to have their own religious or ethical preferences, and Pacific Oaks does not attempt to intrude upon the relationship between an individual student and his church or beliefs. Respect for each individual's concept of truth and values is inherent in the Friends tradition. There are more than 100 churches and religious societies in

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Pasadena, including three Friends Meetings (Indiana, Iowa and Pacific Yearly Meetings). Nearly all Christian, Judaic and some Eastern religious traditions are represented.

Student Activities

Because the student body is small and social interests vary, and because Pacific Oaks students tend toward independence, college sponsorship of student social activities is limited. Student activities are determined by current interest and initiative of the students faculty and staff. Informal lunches promote daily social contacts.

Housing

Pacific Oaks has no residence facilities for students. However, a mobile population in Southern California has helped generate a diverse supply of rental housing. Apartments and some small house rentals are available in the Pasadena area, and many students rely on this source. International students are encouraged to find live-in accommodations with nearby families. The College recommends that such accommodations be described by a written agreement to facilitate a clear understanding of mutual responsibilities.

Placement Service

Graduating students are urged to maintain with the Placement Office a file which includes a transcript, summary of professional experience and recommendations from at least three persons qualified to make fair appraisals of a student's professional competence. This file is sent to prospective employers on request. Maintenance of this file is initiated upon the payment of a \$15 fee.

Job candidates are responsible for having placement forms completed; advising prospective employers of their availability; requesting the Placement Office to send the file to prospective employers; and updating those papers which appraise their professional competence.

Continuing Education of Women

Many talented women drop out of college to marry or raise children, or graduate from college without completing professional preparation. A flexible program at Pacific Oaks enables such women to complete their education.

Advisers work closely with these students in planning programs which take into account the demands of family responsibilities. Students may enter the Credential Program, the MA program or the BA program. Completion of requirements for the various programs can take from two to five years.

Inservice Education for Professionals

The regular curriculum offered by the College, including graduate level courses, is appropriate for inservice education. Noteworthy, too, are offerings of the Summer Session (see "Summer Session") and courses offered off campus. Special offerings are listed each semester in the College Course Announcement or in special bulletins. Courses are arranged to meet the inservice needs of schools and agencies.

In recent months, many school districts have indicated interest in special workshops for parents, teachers and principals who are involved in restructuring their kindergarten-primary programs under SB 1302.

The bill, enabling legislation for the so-called "Riles Plan" for early education in California, became law in November, 1972.

Pacific Oaks has sought to design and offer courses in early childhood and open education aimed at meeting the changing needs of public school educators, because it believes the Riles Plan is a significant step toward providing early education to all children and parents in the state.

Health

Students working with children must be responsible for maintaining physical fitness, mental health and emotional poise. Because the

College has no health services, students are strongly advised to have personal health insurance. (Such insurance is mandatory for international students.) Individual students are responsible for seeking and paying for medical care.

Summer Session

Summer session affords the opportunity for students to continue degree or credential work or fulfill Pacific Oaks' undergraduate residence requirements (established by full-time enrollment in two summer sessions). In addition, working professionals may pursue course work to enhance their knowledge and skills.

Summer visiting lecturers have included Milton J. E. Senn, M.D., Clark Moustakas, Eleanor Maccoby, Ruth Landes and James L. Hymes, Jr.

Course offerings are varied and stimulating. Course Announcements for the Summer Session are available from the Student Services Office, Pacific Oaks College, 714 West California Boulevard, Pasadena, Calif. 91105.

Graduation

Graduation ceremonies, planned each year by a student-faculty committee, are held twice each year and are open to all those interested in attending.



"I've found that the College and Children's School offer a good combination. When my college work gets me down, I can always look ahead to my practicum in the Children's School."—Irene Avina, Student

III. ADMISSIONS POLICIES & PROCEDURES



"We seek students who can use the Pacific Oaks experience to identify personal strengths and develop imaginative ways of using them in their world when they leave the College. Grades do not always define such a student. If they did, the admissions process would be easy."—Karen Fite, Director of Admissions.

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Admission

General requirements: Academic ability, good health, and a strong interest in human development, early childhood and parent education and interpersonal relationships. Applicants will be selected who show the greatest potential for growth through engagement with the Pacific Oaks curriculum, philosophy, style of education and approach to interpersonal behavior. Pacific Oaks is especially interested in students who show a strong sense of commitment.

In choosing applicants, personal and professional experience, academic ability, and clarity of goals are all considered. A diverse student group is sought to facilitate students' learning from each other as well as from the curriculum.

Admission to the Baccalaureate Program

Entrance (with junior standing) requires completion of 60 or more transferable college units with at least a C average, and with most distribution requirements met, including a minimum of 45 semester units in general courses.

The basic distribution plan includes nine units of oral and/or written English; nine units of natural sciences and/or mathematics, to include a course in a physical science; nine units of social science, including general psychology and general sociology (or cultural anthropology); and nine units of humanities, i.e., the history of civilization, literature, language, philosophy, comparative religion and fine arts.

Students who plan to complete both the BA and the Credential should have a minimum of 15 units in each of the four areas at entrance, including English composition and grammar (six units) and speech (three units) as part of the 15 units in English; one biological and one physical science, and one college math course as part of the 15 units in math and science; general psychology, sociology and anthropology as part of the 15 units in social sciences; and one course in American history as part of the 15 units in the humanities.

Some requirements may be met by examinations, such as those given by the College Level Examination Program (CLEP), or by waiver examination (fee) given by appointment at Pacific Oaks. The on-campus waiver examinations cover introductory psychology, sociology, cultural anthropology, and human biology.



Transfer Limitations

A total of 124 units is required for the bachelor's degree, of which no less than 30 units must be taken at Pacific Oaks.

A maximum of 70 lower-division units taken before admission as a junior may be transferred. Except for physical education and foreign languages, no more than 15 units may be transferred from courses outside the basic distribution plan (i.e., no more than 15 units of electives at admission, although excess electives may be credited by petition after a successful full-time semester at Pacific Oaks to bring the lower division total up to 70 units). Four units of physical education and any number of units in foreign language may be transferred beyond the 15-elective-unit maximum.

Students entering as seniors may transfer a maximum of 94 units. Up to six units of upper-division psychology, sociology, anthropology or human development courses taken elsewhere may be credited toward the 30 units required for the Human Development major at Pacific Oaks. No student achieves senior standing until he has completed 94 units (24 of which are upper division), and has also removed all lower-division area and subject requirement deficiencies.

Some students may have acquired through experiences outside the college setting competence in one or more areas which may parallel competencies sought through

college course work. Such experiences might include projects completed in religious groups, the Peace Corps, VISTA, the military or any number of other individual or institution-related environments. If a student can demonstrate, in writing or orally, the linkage between such past experience and the curriculum and philosophy of Pacific Oaks, he may be granted course credit by a special faculty committee. Up to eight units of lower-division elective credit may be granted in this manner. There will be no charge for lower-division units granted by petition.

To receive upper-division credit based on life experience, students must document the direct linkage to content of Pacific Oaks courses and goals. The committee will grant credit for a maximum of two upper-division courses or six units in this manner. The charge for upper division units will be at the current standard tuition rate.

Undergraduate Admission Procedures

1. Complete the application forms (including references) provided by the College, an autobiography of approximately 500 words, and a health report which must include a recent TB test. Submit them with a non-refundable \$15 fee by February 15 for fall and summer entrance and October 15 for spring semester entrance.

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"I can start digging a hole here and before too long the kids are around taking the tools out of my hands. We'll find a stone and crack it open so they can see its whole history inside. It's like I'm leading them in a discovery. Part of it is just being a kid yourself. When I was a kid I never got answers. But I've never stopped learning and teaching and working."—Russell Dawson, Former Maintenance Supervisor

2. Have transcripts mailed directly from all colleges attended to the Admissions Office at Pacific Oaks.

3. Arrange with the Admissions Office for interviews with the Director of Admissions and with a faculty and a student representative on the Admissions Committee.

Graduate Admission Procedures

College graduates seeking a master's degree and/or certification for teaching may apply for admission to Pacific Oaks in graduate standing. Selection among applicants for the limited number of places available in the Master's and Credential Programs is based on the individual's experience, academic background and clarity of professional goals, and potential contribution to the diversity of the current student group.

Admission procedures for graduate applicants include those listed above for undergraduates. In addition, students applying to the Master's Program should also take the Miller Analogies Test (not required for credential candidates) and have their scores sent to Pacific Oaks.

Up to six units of graduate credit taken elsewhere are transferable.

Admission to the Pacific Oaks-Cedars-Sinai or Pacific Oaks-Dubnoff Programs

Applicants to Pacific Oaks' cooperative master's programs with Cedars-Medical Center (See "Graduate Study") or the Dubnoff Center for Child Development and Educational Therapy must apply directly to those institutions as well as to Pacific Oaks. Their admission is determined by a joint committee of both institutions.

Admission to Pacific Oaks-C Claremont Program

Students planning to take the cooperative program in education with Claremont Graduate School must meet the entry requirements of that institution as well as Pacific Oaks. Application for the program may be initiated at either school, and some admissions procedures can be consolidated (transcripts, letters of reference and test scores may be sent from one institution to the other). The student should consult the catalogue of Claremont Graduate School for further information. He is responsible for completing the admissions requirements of both institutions.

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Admission to Pacific Oaks-Little School Program

Graduate students wishing to enroll in the Little School's fifth-year credential internship program should apply directly to The Little School, 2812 116th Ave., N.E., Bellevue, Wash. 98004. Procedures parallel those described for graduate admission.



Degree Credit for Pacific Oaks Courses Taken by Special Students

Courses completed at Pacific Oaks by special students are not automatically accepted for credit toward a degree. Special students who wish to undertake a regular degree program should apply for admission as regular students. Work completed prior to attaining regular status is evaluated in terms of quality and appropriateness for the total program sequence.

Auditing

Students may audit courses with the consent of the instructor. Auditors should do at least an amount of work sufficient to make reasonable class contributions, though evaluations by faculty are not made. Fees are the same as for credit courses. Auditors may request credit prior to the ninth week of the semester. A change in audit-credit status requires payment of a fee.

Enrollment as a Special Student

Special students must meet established prerequisites for individual undergraduate or graduate courses they wish to take and present evidence of ability to participate effectively. If specific course prerequisites are met, enrollment in courses is possible without formal application for admission. However, special students wishing to enroll in practicum must complete the full application procedure (see "Undergraduate Admission Procedures"), and get permission to register from the Registrar.

Questions about qualifications for any course may be directed to the Student Services Office.

Financial Information

As a private institution, Pacific Oaks receives no public funds to support its regular education programs. Tuition charges cover only a portion of the costs of student education. The difference is met with funds raised by the Board of Trustees, interested friends and former students, and by grants from organizations and foundations.



Tuition

Tuition is \$65 per unit for undergraduate credit and \$80 per unit for graduate credit. Full-time students (12 units, which usually equals four courses, per semester) can expect to pay \$780 per semester or \$1560 per year.

(Tuition for the Little School Program is \$1560, payable in \$520 installments in advance of the fall, winter and spring quarters.)

Special Services Fees

Application for admission (non-refundable)	\$15
Application to enroll in practicum only (may be applied to admission fees)	\$15

Transcript evaluation only (undergraduate and credential) (may be applied to admission fees)	\$10
Late registration (per day)	\$ 1
Change of program	\$ 3
Waiver examination	\$ 5
Graduation:	
Baccalaureate and Credential	\$10
Master's	\$50
Student teaching (per unit for four to eight units)	\$10
Credential application (per credential)	\$20
Placement service	\$15
Materials fee (for most curriculum courses)	
(For one course or 1/3 units)	\$35
(For two or more courses or 4 units or more)	\$50
Transcript of credit (One copy free)	\$ 1

Fees are subject to change without notice.

Students should also consider costs of testing required for admission, room and board (see

"Student Services: Housing"), health insurance (on an individual basis), books, supplies, travel, field trip transportation (shared on group trips) and incidentals.

Tuition and fees are payable each semester on or before registration. Alternate plans for payment must be arranged in advance with the College Business Office. Tuition obligations are binding upon enrollment.



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Tuition Refund

Withdrawing students must request refunds in writing with full explanation. Date of receipt of request determines amount of refund.

Refund schedule, fall and spring semesters:

Before classes start: 90 percent

Within ten days after classes begin: 80 percent

Ten days to five weeks after classes begin: 50 percent

After five weeks: no refund

Refund schedule, summer session:

Before classes start: 90 percent

Within two weeks after classes begin: 50 percent

Two weeks after classes begin: no refund

Financial Aid

The limited funds available are administered to help make educational opportunities available to as many students as possible. The Committee on Financial Aid carefully weighs each application for aid on the basis of educational plan, particular needs and qualifications of each applicant. Students may receive one or more of several types of aid.

They include low-interest loans, interest-free while in school and payable within ten years of graduation; tuition aid grants to help defray tuition costs; assistantships to advanced students which involve the exchange of substantial assigned responsibilities in teaching, research or administrative areas for a cash stipend not subject to income tax; and fellowships and student work opportunities under the Student Work Program in which students are employed on or off campus. On-campus work may involve tuition exchange or payment of an hourly wage subject to tax. Students sometimes are referred by the College to families off campus who exchange room and board for specified services.

Fellowships are cash stipends awarded to advanced students who assume specified responsibilities. Academic credit is given for these fellowships. The varieties include teaching fellowships for undergraduates or graduate students in the Children's School or a related community program; research fellowships for graduate students judged competent to assist with faculty research projects; administrative fellowships to graduate students who learn aspects of school administration through supervised responsibility; and fellowships awarded for special projects.

The application forms used are those of the College Scholarship Service, available through the Student Services Office or through College Scholarship Service, Box 1501, Berkeley, California 94701. Students independent of their parents should request the "Student's Financial Statement;" dependent students should use the "Parent's Confidential Statement."



The Andrew Norman Interest Free Student Loan Fund

In 1972, the Andrew Norman Foundation of Los Angeles provided a grant to Pacific Oaks to establish and operate a permanent, interest-free student loan fund.

The purpose of the fund is to provide assistance to black, Spanish-surnamed, Oriental or American Indian students who are in financial need.

Under the terms of the Andrew Norman Interest Free Student Loan Fund, maximum loans of \$3,000 per student may be awarded by Pacific Oaks as needed for tuition, fees, text books and similar expenses.

Outside Employment

The intensiveness of the College program has led Pacific Oaks to discourage outside employment for most full-time students. However, many student combine outside work with part-time study.

IV. PLANS OF STUDY

"It's always been the sort of place where I could actually do ideas that I had. For years, it has not simply been a job. This is . . . 'where I am,' the base from which I do what I want to do. And I find I am learning endlessly."—Elizabeth Jones, Director of Graduate Studies



Goals

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Goals of the Curriculum

Seven goals are held for all students:

1. Knowledge of the complex factors affecting human growth. Psychology, sociology, anthropology, philosophy, art, religion and human biology relate to each other in the study of human development and contribute to the understanding of man.

2. Knowledge of society's functions and expectations. Awareness of problems and conditions of urban culture, and the relationships among contemporary American groups is important to students. Also important is awareness of differing values in other cultures in the world and dilemmas posed by conflicting values. Understanding the role of education in society and the history of educational concern for children helps students to develop a sound philosophy of education.

3. Understanding of processes used in effective problem solving. Skills of observing astutely, gathering information selectively, thinking critically, suspending judgment and formulating and testing hypotheses are deemed desirable goals. Written and oral communication skills are necessities in problem solving and in sharing ideas.

4. Understanding of self. A recognition of motives, in self and in others, is important to personal growth, self-acceptance, effective problem solving, potential for future achievement, and realistic appraisal of that potential.

5. Appreciation of esthetic experiences and expressions. Such appreciation is an important avenue to personal enrichment, and graduates should be able to locate resources in any setting which will nourish their personal lives.

6. Increase of social sensitivity. The act of contributing something of the self to one's society and fellow men is of major importance. Such contributions can be made most effectively by those who understand group processes and the responsibilities of group membership. Understanding is developed in class discussions and through membership in the working community of Pacific Oaks.

7. Continuance of personal and professional growth. Students are encouraged to consider that a growing personal philosophy results from continuous re-examination of experiences in light of new insights.

Although the College curriculum is designed to unify liberal and professional education, students preparing to teach young children should consider the following additional goals:

1. Skill in planning and carrying out a school program for children and parents. Children's programs should build confidence, increase knowledge, curiosity, social awareness and social skills. These can be promoted by a teacher who can construct varied offerings based on personal

relationships and a creative use of time, ideas, space and materials. Direction is enhanced by observations—frequently recorded and reviewed.

2. Ability to work closely with parents. If education in a school is to be an extension of the home, teachers must know ways of building parents' confidence in themselves, contributing to parents' enjoyment of their children and increasing awareness of the relationship of family life to society. Teachers must also help parents understand a child's behavior and help them to become more competent parents.

3. Knowledge of available community services. Agencies for education, health, welfare and recreation can be used to benefit parents and children.

4. Understanding the importance of assuming responsibility as a member of the community, a school staff and a profession. Awareness of the dynamics of school structure increases professional effectiveness. So does the ability to interpret school programs to the community. Professional organizations and publications help shape purposes and goals for teachers, and having an impact on those goals requires effective participation.

Undergraduate Study

Three program options are available to Pacific Oaks undergraduate students: a Bachelor of Arts with a major in Human Development; a Bachelor of Arts in the Behavioral Sciences ("Degree Without Major" program); and a Bachelor of Arts with a Diversified Major for students wishing to complete a multiple-subjects Teaching Credential.

Students in all three programs must demonstrate competence in written and spoken English, in academic work, and in the application of knowledge. Competence in applying knowledge is developed through: 1) direct interaction with people; 2) work with behavioral data; and 3) encounter with the world of sensory experience.

1. Direct interaction with people. Practicum classes, two semesters of which are required for all students, provide a setting for the development of responsibility in interpersonal relationships.

2. Work with behavioral data. The college faculty believes that all BA students in the behavioral sciences should have opportunities to spend time *being* behavioral scientists. Field research permits opportunities for students to be working behavioral scientists, and in so doing, to develop competence in generating and testing

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behavioral data, and in applying research methods to problems which concern them. Students must complete two field research projects, which usually are undertaken as part of one of the regular academic courses. Projects may be completed in a number of courses, including:

HD 101 Laboratory: Study of an Individual and his Social Setting

HD 125 The Urban Community

HD 160 Introduction to Research in Behavioral Sciences

HD 162 Advanced Problems in Research

Ed 148 Planning Environments for Young Children

Ed 156p Parent-Teacher-Community Interaction

Ed 248 Seminar in Planning Environments for Young Children

Ed 251 Seminar in Teaching-Learning Process

3. Encounter with the world of sensory experience. Students must complete at least two semesters of creative activities in the arts or related fields to provide direct encounter with the sensory world. Students may carry out independent studies in art, music, dramatics, creative writing, etc., or take courses taught at the Creative Environment Workshop (See "Pacific Oaks: A Community"). They include:

La 141 Language and Literature Workshop

Hu 142 Art Workshop

Hu 143 Music and Movement Workshop

Sc 144 Science Workshop

Ed 149 Explorations in Self-Directed Learning



Program Options

Within the framework of graduation requirements, including 124 units of which at least 30 must be taken at Pacific Oaks (See "Admission"), students may opt for one of the following programs:

1. The BA in Behavioral Sciences. Students who want a liberal education and do not want a major may pursue studies leading to a BA in Behavioral Sciences. All courses are open to students in the "Degree Without Major" program; the only requirements are those in the three areas outlined at the beginning of this section. Each candidate's program must be approved by his faculty adviser.

2. Students who want the BA with a major in Human Development must take 30 units in Human Development courses including:

HD 100 and HD 101 Human Development:

The Early Years and the Later Years

HD 100 Lab: Observing and Recording Behavior

HD 101 Lab: The Individual and His Social Setting

HD 160 Introduction to Research in Behavioral Sciences

Two Practicums (one at either Pacific Oaks or at an approved school)

3. Undergraduate students wishing to enter the Teacher Education Program to prepare for professional teaching must complete a Diversified Major, apply for admission to Teacher Education, and meet Teacher Education course requirements. The program options are discussed in detail in the catalog section entitled, "Teacher Preparation."

Residence Requirement

For undergraduates, the minimum residence requirement is a full program (12 or more units) in one semester, or two summer sessions of six units each. Students who have established regular status may enroll for less than the full course of study provided the residence requirement is met before graduation. Students are expected to complete the two-year BA program within five years.



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Comprehensive Conference

All candidates for the BA degree take part in a Comprehensive Conference. The conference has two purposes. First, it offers an opportunity to each student to explore with three faculty members areas of content and skill considered important for persons acquiring degrees or credentials from the College. Second, it affords a way through which students may be advised more effectively for course work and career planning.

The conference is usually held in the second half of the junior year or first half of the senior year. The Comprehensive Conference Committee is chosen by the student, who appoints one chairman. The student may request of the committee written examination questions to be submitted to him in advance of the conference, or he may ask the committee to prepare questions to be asked orally at the conference. In either case, the student answers the questions orally at the conference. The questions usually relate to the student's areas of intended concentration, his background and his experiences at Pacific Oaks. Students may bring relevant notes and reference materials to the conference. Students are expected not only to deal with the questions themselves, but also to identify to the committee problems experienced in answering questions. Such problems help the committee to recommend coursework which will remediate gaps in content and promote requisite performance skills.



The committee shares with each student its evaluation of his performance—both strengths and weaknesses—and discusses his career goals in terms of them.

Graduate Study

There are two basic plans of graduate study. One is designed for those seeking a Master of Arts in Human Development. The second permits students to complete professional preparation for teaching young children, and leads to the Standard Teaching Credential. Some students may choose to integrate the Master's and Credential Programs.

Each MA degree program includes:

1) academic course work and/or independent study; 2) field work (practicum); and 3) a master's project.

In the MA degree program, a student may take any combination of courses, field work and independent study which meets his needs and the approval of his adviser. A minimum of 30 units (half of which must be in courses numbered 200 and above) is required for the degree. Up to six graduate units taken elsewhere may be transferred.

The program is planned with reference to the "Areas of Competence" described below. Ordinarily, at least two courses are completed in each area. However, some students submit work experience or other preparation as evidence of competence.

Students are encouraged to maintain active involvement in field situations during the MA program. This involvement may be a regular job (for which job-based credit can be earned), a practicum or a field project developed for a course or independent study.

Areas of Competence

All candidates for the MA degree are expected to demonstrate competence in four basic areas: human development, communication skills, ecological analysis and research. Course work completed (at Pacific Oaks or elsewhere), readings, observations, written reports and interpersonal experiences in a job or other settings are some of the ways in which competence is developed. Students and faculty share responsibility for devising ways of communicating competence in each area.

1. *Human Development.* All MA candidates should be familiar with major developmental theories, modes of inquiry and current issues. Courses providing students an opportunity to increase or check their breadth of knowledge include:

HD 100 and HD 101 Human Development:

The Early Years and the Later Years

HD 200 and HD 201 Seminar in Human Development

HD 210 Childhood in Various Cultures

HD 232 Study of Lives

HD 218 Piaget and the Child: A

Developmental Theory of Piaget and the Self

HD 182 Study of Infants and Their Mothers

HD 135 Human Learning

HD 133 Personality: Theory and Development

Students who prefer to read independently may arrange to do so. Opportunities to test understanding by lecturing or leading

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discussions in college classes are also available.

2. *Communication.* Skill in analyzing and implementing—with clarity and integrity—task-oriented interpersonal relationships is expected of all candidates. Such skill is developed mostly by engaging in group processes and evaluating the outcome, and by field work experiences. Courses focusing primarily on communication include:

HD 206 Group Processes

Ed 251 Seminar in the Teaching-Learning Process

HD 252 Seminar in Supervision and Administration

HD 284 and HD 285 Family Interaction and Psychodynamics

Ed 156p Parent-Teacher-Community Interaction

S 138 Seminar in Communication Skills and Individual Dynamics

All candidates must demonstrate competence in expressing ideas in writing and orally.



3. *Ecological Analysis.* Awareness of the effects of environments on interpersonal relationships is important in planning for growth and learning. Such awareness is acquired in a variety of ways, including experience with cultural diversity, coursework and readings in sociology and anthropology, development of strategies for making social organizations work, and the study and design of learning environments. Courses focusing on these areas include:

A. Environmental-Learning Relationships
Ed 248 Seminar in Planning

Environments for Young Children

Ed 253 Advanced Seminar/Workshop:
Environmental and Curricular Development

Ed 148 Planning Environments for Young Children

Ed 149 Explorations in Self-Directed Learning

B. Cultural Diversity

HD 210 Childhood in Various Cultures

HD 190L Personality Development in Literature

HD 126 Seminar in Ethnic-Studies

Ed 156p Parent-Teacher-Community Interaction

HD 128 Seminar in Day Care and Community Services

C. Social Organization

HD 252 Seminar in Supervision and Administration

HD 125 The Urban Community

HD 122 The School in Society

HD 120 The Family



4. *Research.* The research process should generate new ideas for testing. Each candidate's master's project should demonstrate his ability to identify significant problems, think logically about them, and collect and analyze data methodically.

The master's project must be an original contribution to knowledge and understanding in human development. It may be a research thesis, a critical analysis of an action program, or an interpretation of a program in written or visual terms (for example, a documentary film or one or more articles of publishable quality).

Courses which offer an introduction to research design and assistance in devising and executing projects are:

HD 160 Introduction to Research in the Behavioral Sciences

HD 162 Advanced Problems in Research

Field Work

Continued active involvement in field situations is expected of all MA students at Pacific Oaks. This involvement may be a regular job (for which job-based credit may be earned),



a practicum, or a field project developed for a course or independent study. Credit may be earned by combining work and/or practicum experience with appropriate seminars, by combining work and/or practicum with learning gained in partnership with another graduate student and faculty member on a "facilitation team," or by completing a field project for a course.

Current information on practicum and field service opportunities is available from the Dean of Faculty.

Residence Requirement

For graduate students there is no residence requirement. However, students are expected to maintain continuous registration unless they request an official leave. A five-year limit is set on the completion of all graduate programs.

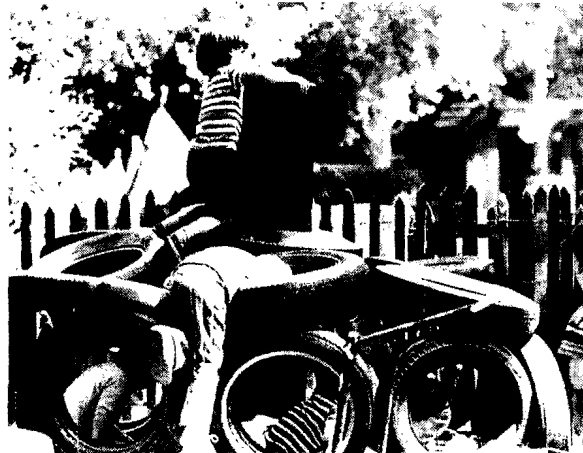
The Course Plan

A minimum of 30 units (half of which must be in courses numbered 200 and above) of academic and field work approved by the candidate's three-member Graduate Advisory Committee is required for the degree. Members of the committee are chosen from the College faculty by the candidate. Up to six graduate units taken elsewhere may be transferred.

Ordinarily, at least two courses will be completed in each area of competence listed above. However, some students may submit work experience or other preparation as evidence of competence. A thesis or other major field project is part of each candidate's program.

The Independent Study Plan

There are no specific course or unit requirements. Each candidate must secure a three-member Graduate Advisory Committee, one of whom serves as chairman. The student must devise a program with them which may draw on the entire range of resources offered by the college and community. All college courses are open for audit or credit. Graduate Advisory Committee members are available for consultation and field supervision as agreed upon. One or more major field projects will ordinarily be completed. Credit is reported through a description and evaluation prepared jointly each semester by student and adviser. Students in this plan register either half-time or full-time each semester.



"The Pacific Oaks influence has been a major one for my six-year-old son. I think the school has helped him to be open and expressive. This openness, and the ability to feel good about yourself, are important prerequisites to cognitive learning."—Alan Kumomoto, Former Parent



Candidacy for the Degree

Admission to the MA Program does not guarantee candidacy for the degree. A student is assigned an interim adviser until he is ready to take the initiative in finding a graduate adviser to be chairman of his advisory committee. This adviser and two others are chosen by the student from the College faculty. The three constitute the advisory committee. When appropriate, the committee may include a non-faculty member.

A student in the Independent Study Plan advances to candidacy by 1) finding a Graduate Advisory Committee; 2) working out with him a general plan for demonstrating competence; and 3) having this plan approved by the Faculty Graduate Committee.

The student applying for candidacy presents his plan for his full program, including the proposal for his master's project, to his advisory committee. When this committee approves his plan, he will be recommended to the faculty as a candidate for the MA.

Criteria for Master's Projects

The master's project, which is part of each candidate's program, is expected to be an original contribution to knowledge and understanding in human development. It may take the form of a research thesis, a critical analysis of an action program, or an

interpretation of a program in written or visual terms (for example, one or more articles of publishable quality, or a documentary film). Often the project develops out of the candidate's previous or ongoing work experience.

The project in its final form must be approved by members of the faculty as *effective communication* about the candidate's experience which might be useful to others. However, the principal value of the project for the candidate himself will often be in the learning *process*. This will tend to be similar whether the final form of the project is formal or informal, written or pictorial. It will inevitably include the amassing of experience-based data, conceptualization and selection from the data for purposes of generalization and presentation. Original thinking and the exercise of critical judgment are essential parts of the process.

Students with Both the MA and Teaching Credential as Goals

Although students may be enrolled in both the MA and Credential Programs simultaneously, they must ordinarily choose which program to concentrate on first, since each has distinct requirements.

Flexibility in planning program sequences is permitted.

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Cooperative Clinical Programs

Pacific Oaks has cooperative programs with Cedars-Sinai Medical Center in Los Angeles (Cedars-Sinai Medical Center Child and Family Study Center and Julia Ann Singer Preschool Psychiatric Center) and with Dubnoff Center for Child Development and Educational Therapy in Van Nuys. Opportunities are offered to prepare for careers working with emotionally disturbed and educationally handicapped children. Sixteen units may be earned in a one-year intensive training program toward the 30 units needed for the MA degree.

Interested students should inquire directly to the program of their choice, as well as completing application to Pacific Oaks.



The addresses are: Cedars-Sinai Medical Center Child and Family Study Center, 110 N. Hamel Road, Los Angeles, California 9-048; Julia Ann Singer Preschool Psychiatric Center, 4734 Fountain Ave., Los Angeles, Calif. 90029; and Dubnoff Center for Child Development and Educational Therapy, 10526 Victory Place, North Hollywood, Calif. 91606.

Cooperative Master's Program (In Education) with Claremont Graduate School

Claremont Graduate School awards an MA degree in education under a cooperative arrangement which permits Claremont students to use Pacific Oaks' resources in human development and early childhood education. The program is 30 units. Six units may be taken at Pacific Oaks and transferred. Additional credit (up to eight units) for work at Pacific Oaks may be earned through Claremont's Education 218a-218b (Field work in Early Childhood Education). Field work is carried out at Pacific Oaks, and Pacific Oaks' resources may be used in the thesis.

Further information may be obtained from the Claremont Graduate School and University Center, Claremont, Calif. 91711.

"I'm allowed to be a human being here. I'm not expected to have all the answers. There are lots of other people and resources here to help. At Pacific Oaks, everyone is expected to have needs and problems."—Molly Scudder, Head Teacher, The Children's School



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Teacher Education

Pacific Oaks offers several study plans for students aiming for careers in teaching. These plans are available both to Pacific Oaks undergraduate students and to students who have already acquired the BA degree.

The College emphasizes educational programs for young children which recognize their developing capacities for thinking, feeling and acting. The Credential Program attempts to provide a framework of both theory and practice within which the prospective teacher can:

- ☐ understand the dynamics of both public and private education and evolve his own philosophy of education and teaching style.
- ☐ come to understand the whole of human development, from birth to death.
- ☐ study curriculum areas and their content, learning potentials, methodologies and practices.
- ☐ understand the learning process and gain skill in the art of teaching and guidance.
- ☐ develop skill in preparing and using learning environments which encourage individual and group learning.
- ☐ learn to work with adults in individual and group situations.

The ability both to cope effectively with the demands of a school system and to be innovative in meeting the needs of children and parents are goals held by the faculty for all student teachers.

Admission to Teacher Education Programs

Entrance requirements, as well as future course offerings, will change to meet specifications of the Ryan Bill for those students who start in a Credential Program after July, 1972.

That bill, signed into law in July, 1970, substantially altered the requirements for teacher preparation. Among other things, it reduced the number of required "how-to-teach" courses, transferred teacher licensing authority out of the State Department of Education, and established a set of "competencies" which prospective teachers must demonstrate before receiving a teaching credential. These include reading-language arts-communication; mathematics; social science; science; fine arts; and physical development-health education.

Presently or formerly enrolled students who indicated a desire for the credential prior to July, 1972, may continue under the existing approved program plan until it is phased out in Summer, 1974.

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Admission to Teacher Education Programs has been eliminated. Instead, students apply for admission to the Credential Program either as undergraduates or as fifth year graduate students.

Undergraduates may fill out an application for admission to the Credential Program and submit it to the Student Services Office with a \$15 application fee, usually after satisfactory completion of one semester at Pacific Oaks, including one practicum and related seminar.

Graduate students must fill out an application for admission to graduate standing in the Credential Program and submit it to the Student Services Office with a \$15 application fee (see "Admissions").

Credential Programs

Pacific Oaks offers programs accredited by the State Board of Education, for the Standard Teaching Credential with specialization in either Early Childhood or Elementary Education. The programs were formulated by a joint Pacific Oaks-Pasadena Unified School District Credential Committee. Supervising teachers in the Pasadena and Los Angeles city schools who volunteer and are chosen to have student teachers from Pacific Oaks in their classrooms participate in a continuing seminar with Pacific Oaks faculty.

The basic requirements of the credential program for both undergraduate and graduate students are:

1. A BA from an accredited college with an academic major or a non-academic major and two academic minors. Pacific Oaks' Human Development major has been approved as an acceptable interdepartmental academic major by the State Board of Education. (Pacific Oaks undergraduates may work on BA and credential requirements simultaneously.)

2. Competence in writing or speaking must be demonstrated by courses or exams. Knowledge of the American Constitution must be indicated by completing a course (not offered at Pacific Oaks) or passing an exam.

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3. Supervised student teaching:

- ☐ For the Early Childhood Teaching Credential, student teaching must take place in nursery school, kindergarten and primary grades. One of the latter two must be in public school.
- ☐ For the Elementary Teaching Credential, student teaching must take place in nursery school, kindergarten or primary grades and upper elementary grades. Two of the levels must be in public school.

Previous experience sometimes may be substituted for specific grade level requirements. Student teaching placements are arranged in the Pasadena and Los Angeles city schools under a contract with these districts.

4. Academic courses and courses in elementary curriculum as specified in the program approved by the State Board of Education.

After September, 1974, students wishing to complete a credential will need to complete a diversified major (21 units of English and

speech; 21 units of mathematics and sciences; 21 units of social sciences; and 21 units of humanities) from Pacific Oaks or from a college accredited to grant a diversified major, or pass the Commons Section of the National Teachers Examination.

Under the Ryan Act, student teaching will be basically the same, but the experience will generally be intensified and will constitute almost the entire student course load for one semester.

Ed 151 Seminar in Teaching Young Children
or

Ed 251 Seminar in the Teaching-Learning
Process

5. Completion of a post-baccalaureate year of 24 or more upper-division or graduate units to be chosen from required courses not previously taken, advanced human development and education courses, or approved courses in other institutions. Students who, upon graduation from Pacific Oaks, have completed a Standard Teaching Credential issued on partial fulfillment of requirements must complete their fifth year through Pacific Oaks. Their faculty advisor must approve all fifth-year courses.

Ed 253 Advanced Seminar/Workshop:
Environmental and Curricular Development

La 241 Advanced Seminar in Language and
Literature

Hu 242 Advanced Seminar in Art

Hu 243 Advanced Seminar in Music and
Movement

Sc 244 Advanced Seminar in Science



6. Recommendation by the Faculty Credential Committee. Students must request and secure a recommendation for the teaching credential in their last semester of student teaching. (Further information on these procedures may be obtained from the Student Services Office.)

Students unable to complete the currently approved Credential Program before September, 1974, must meet requirements for the Standard Teaching Credential under the Ryan Act. Under the Act, those seeking the credential must complete a diversified major of 84 units (21 in English and speech; 21 in mathematics and science; 21 in the humanities; and 21 in the social sciences).

Therefore, anyone considering entering Pacific Oaks as a junior to pursue both the BA degree and the Standard Teaching Credential should, during the first two years of college, complete approximately 15 units in each of the four areas. Students entering Pacific Oaks for a fifth year Credential Program must have completed, or be prepared to complete, a diversified major from an approved institution.

General Teacher Education Programs

Not all Pacific Oaks students who plan a teaching career will need a Teaching Credential to qualify them for permanent employment.

Pacific Oaks offers such students a program which develops their skills as teachers and enhances their academic backgrounds so that they can become capable, fulfilled teachers in a variety of learning situations. Such students usually take Ed 150 (Directed Teaching in Nursery School or Kindergarten) and Ed 151 (Seminar in Teaching Young Children), or Ed 251 (Seminar in the Teaching-Learning Process). The basic curriculum courses taken are Hu 142 (Art Workshop), Hu 143 (Music and Movement Workshop) and Sci 144 (Science Workshop). Other courses frequently included in their programs are Ed 148 (Planning Environments for Young Children) or Ed 248 (Seminar in Planning Environments for Young Children), Ed 156 (Parent-Teacher-Community Interaction) and Ed 149 (Explorations in Self-Directed Learning), Ed 188 and Ed 189 (Practicum and Seminar in Learning Problems). Advanced students may also enroll in the graduate seminars in Language and Literature, Art, Music and Movement or Science. A wide variety of supervised practicum placements is available.



*"What impresses me here is that I can kind of do my own thing. It's close and personal. And if I didn't have a climate which allowed me freedom to accomplish what I wanted to do, then I might never have been able to do it."—Robert Meyer,
Graduate Student*

Grading and Evaluation

Evaluation of student work is considered a tool of teaching. It is not designed to measure student performance or ability against a rigid or arbitrary standard.

Letter grades are given for all courses and seminars except practicums, for which "satisfactory" or "unsatisfactory" is recorded. However, students may request the "satisfactory/unsatisfactory" grading from instructors in any course. "Satisfactory" is equivalent to C or above for undergraduates, and B or above for graduate students.

The faculty uses grading to help students to grow in self-evaluation, self-understanding, curiosity and knowledge. The faculty's main commitment is to students and their growth. Some instructors, at their own discretion, ask students to write self-evaluations at the completion of their courses.

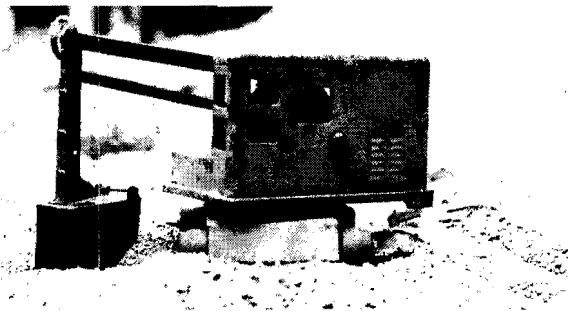
Informal conversation, planned conferences and written comment are used by faculty to guide students toward the goals of each course. Students evidence personal growth and mastery of knowledge in formal and informal ways which a rigid grading system cannot

accommodate. Class participation, oral and written projects and examinations, conferences with faculty members and advisers and direct work with children, parents and staff all indicate student's personal and academic strengths.

Students are not penalized academically for dropping courses. They may withdraw from courses at any time until the last meeting without academic penalty, although tuition for those courses may not be fully refunded (See "Financial Information: Tuition Refund"). "Incomplete" may be recorded at the discretion of the instructor when students have valid reasons for being unable to complete course requirements. In such cases, the work to be completed and the completion date (which in no case may exceed one year) must be clearly delineated on the Incomplete Form. This form is filed in the Registrar's Office and in the student's personal file. "Failures," "Withdrawals," "Unsatisfactorys" and "Incompletes" are not listed on the student's transcript.

Career Opportunities For Pacific Oaks Graduates

Pacific Oaks' program integrates liberal education and professional preparation and qualifies graduates for work in many types of schools. Programs to meet requirements for a variety of professional careers may be planned. These careers might include work in:



☐ Nursery Schools and Day Care Centers. Selected courses may be taken to meet the requirements set by the State Department of Social Welfare for teachers and directors in licensed day nurseries. Courses are also available to help prepare for teaching and/or administration in private, church-sponsored or parent cooperative nursery schools.

☐ Children's Centers, Head Start and Pre-School Classes. Children's Centers, under joint supervision of the California State Department of Education and local school boards, have defined permit requirements for their teachers. The Children's Center Permit also serves as an employment qualification in many Head Start and Pre-School classes.

☐ Group Programs for Young Children with Special Needs. Schools and special classes for emotionally disturbed and physically and mentally handicapped children require teachers with the type of professional preparation offered at Pacific Oaks. Practicum placements and seminars may be arranged as part of a student's course plan in such programs as the special

transition group at Pacific Oaks for children with potential learning problems, therapeutic nursery schools at Cedars-Sinai Medical Center, Julia Ann Singer Preschool Psychiatric Clinic and the Children's Treatment Center at Camarillo State Hospital. Programs for handicapped children are available through Pacific Oaks at Children's Hospital or the Dubnoff School for Educational Therapy.

☐ Laboratory Nursery Schools and Colleges. Most colleges which sponsor early childhood education programs seek outstanding professionals to become teachers, directors, instructors, student supervisors, and research personnel. Students who complete a BA, MA or Credential Program at Pacific Oaks are well qualified for such positions.

☐ Parent Education Programs. Children's sensitivity to the important adults in their lives requires consideration of parent-child-teacher and intra-staff relationships. Students may emphasize parent education within the professional preparation curriculum or complete requirements for the Adult Education Credential in Parent Education. Students who wish to qualify as parent education teachers should check the requirements of the school district in which they plan to see employment.

☐ Elementary Schools. Programs for the Standard Teaching Credential or new Multiple Subjects Credential with specializations in Elementary or Early Childhood qualify students for employment in both public and private elementary schools.

V. COURSES OF INSTRUCTION & FACULTY



"Our curriculum isn't so dead that it doesn't consider needs. In one of my courses the students and I decided to operate according to needs that we felt instead of course content that had to be covered. At the end of the year it was apparent that the curriculum had quite naturally updated itself."—Mary Pieters, Visiting Faculty

Courses of Instruction

All academic courses are three semester units, except as indicated in parentheses following course title.

HD 100 HUMAN DEVELOPMENT: THE EARLY YEARS

Interrelated contributions of psychology, anthropology, sociology, medicine, human biology and education provide broad understanding of the early years of the human life cycle from conception to middle childhood. Field trips to be arranged. *Prerequisites:* General psychology, general sociology or cultural anthropology, general biology.

HD 100 LAB IN OBSERVING AND RECORDING BEHAVIOR (2)

Discussions and field observations relevant to content of HD 100. Focus on developing competence in observing and recording the individual and group behavior of children and their parents. Emphasis on skills in both written and oral communication. *Prerequisite:* Concurrent enrollment in HD 100 A or B.

HD 101 HUMAN DEVELOPMENT: THE LATER YEARS

Interrelated contributions of psychology, anthropology, sociology, medicine, human biology and education provide broad understanding of the years of the human life cycle from adolescence to old age. *Prerequisites:* General psychology, general sociology or cultural anthropology, general biology; HD 100, or consent of instructor.

HD 101 LAB IN STUDY OF AN INDIVIDUAL IN HIS SOCIAL SETTING (2)

Organizing information to increase understanding of the meaning of behavior, and to formulate guidance practices. Intensive study of an individual child or adult in his social setting. *Prerequisite:* Concurrent enrollment in HD 101.

HD 104 PREGNANCY AND BIRTH: STAGES IN THE LIFE CYCLE

Psychological exploration of pregnancy as a stage in human development; changing from a couple to a family. Emotional effects of pregnancy on father, mother, fetus and infant. Birth trauma. Ethical issues in genetic counseling.

HD 105 PRACTICUM IN CHILD DEVELOPMENT

Two to five half-days of observation. Introduction to working with young children. Developing understanding of their growth and behavior and ability to meet their individual and group needs. Discovery of own teaching style and ways of relating to children and adults. Working with, first, individual children and then, small groups of children. *Prerequisite:* College admission or completion of special application procedures (\$15. fee)

HD 106 ADVANCED PRACTICUM IN CHILD DEVELOPMENT

Assumption of increasing responsibility for program planning, implementation and evaluation for individual children as well as for the total group, parent relationships, including home visits, parent conferences and parent meetings, staff supervision, leadership in staff activities. *Prerequisites:* College admission or completion of special

application procedures (\$15. fee), completion of HD 105 Practicum I or previous experience and consent of instructor.

HD 112 CHILDREN UNDER STRESS (2)

Gain in understanding children's reactions to stress by focusing on the hospitalization experience as an example of stress situations. Integrating knowledge of normal growth and development by focusing on what happens to development when children are hospitalized. Becoming acquainted with the physical and emotional aspects of various childhood illnesses and surgery. Exploring the effects of terminal illness and death on children and families and the coping mechanisms of children and families during stressful situations. *Prerequisite:* HD 100 or equivalent.

HD 113 PRACTICUM: CHILDREN UNDER STRESS (2-4)

Two to four half-days of work with hospitalized children through a child-life program in a local hospital. The practicum will provide actual experience of material covered in the course seminar, Children Under Stress. *Prerequisites:* Concurrent enrollment in HD 112 and previous experience in working with children, consent of instructors.

HD 114 FEMININITY-MASCULINITY

Sex role development, role conflicts, and their influences on the role of women and men in today's society. Bibliography to include the biological, psychological, literary and political approaches to sex roles.

HD 120 THE FAMILY

The family as a small group. Changing functions and values of the family in modern society. Problems of contemporary family living presented by sex-role changes, divorce, mobility, urbanization. *Prerequisite:* General sociology or cultural anthropology.



HD 122 SCHOOL AND SOCIETY

The school as a social institution. The role of the school in transmitting cultural heritage. Adaptation of education to social change and diversity. The teacher as a member of a school staff and a profession. Meets elementary teaching credential requirement in sociological foundations of education. *Prerequisite:* General sociology.

HD 123 TEACHING FOR PEACE

"To be born to create, to love to win at games is to be born to live in time of peace. But war teaches us to lose everything and become what we were not." Exploration of the philosophical issues and implications of peace education or early childhood education. Teaching strategies for the handling of aggression and the guidance of children in ways that develop self-esteem, humanness and cooperative relationships. Building a curriculum that promotes understanding of diversity and helping children learn to cope with a rapidly changing world.

HD 125 URBAN COMMUNITY

The development of the urban community as an ecological, cultural and social system. Problems of group and personality dynamics within the urban process. Field study, including the application of various research techniques. *Prerequisite:* General sociology.

HD 126 SEMINAR IN ETHNIC STUDIES

Recognition of the diversity and cultural integrity of ethnic minorities within a pluralistic society. Study of each major ethnic culture in the Southwestern United States. *Prerequisite:* General sociology or cultural anthropology.

HD 127 PRACTICUM: DAY CARE AND COMMUNITY SERVICES (2-3)

Meeting special and sometimes personal needs of specific families, family day care homes and institutions as they relate to day care or other community services. Includes working with low-income, working-class and ethnic minorities. Field work and placements individually arranged. Some will be closely supervised by staff. *Prerequisite:* Concurrent enrollment in HD 128 or consent of instructor.

HD 128 SEMINAR: DAY CARE AND COMMUNITY SERVICES

Day care and needs of a variety of families and communities, including low-income, working-class and ethnic minorities. *Prerequisite:* Open only to students enrolled in HD 127.

HD 133 PERSONALITY DEVELOPMENT

Process of personality development. Review of theories of personality. Directed readings and discussions of fiction and autobiographies to illustrate processes of personality development. *Prerequisite:* General psychology.

HD 134 APPRAISAL OF HUMAN DEVELOPMENT

Basic principles and methods of gaining information about human development and educational effectiveness. Emphasis on understanding and constructing techniques, both standardized and unstructured, for appraising people and educational programs. *Prerequisite:* HD 100.

HD 135 HUMAN LEARNING

Analysis of theories and recent research findings relevant to the learning process throughout the life cycle. Development of conceptual thinking, capacities, attitudes and values and mastery of skills and knowledge. Role of motivation in human learning. Value of play. *Prerequisite:* General psychology.

HD 137 HUMAN SEXUALITY

Basic principles of human reproduction and sexual behavior. Human sexuality in the context of human relationships; sex and love, sex roles in society, sex education.

HD 138 END OF THE LIFE CYCLE: ON DEATH AND DYING

Biological and psychological exploration of the final stage of human development. Death and dying as they relate to children, adults, mythology and dreams, American culture, rituals, literature, separation. Suggested reading before class

**HD 154 HUMAN LEARNING IN SOCIETY:
AN INTERPERSONAL INQUIRY (6-16)**

Objectives: Intensive experience in implementing, at the college level, principles Pacific Oaks advocates for the education of young children: self-directed learning, the integrated day, and an emergent curriculum. Introduction to the ordering themes of a teacher's life. Facilitative environment in which to identify and share own themes. Promoting interpersonal understanding in terms of the organization and style of other individuals' learning.

Organization: Group meetings daily for a predetermined number of hours in a designated setting. Creation of an educational environment within which to plan learning with the assistance of the faculty facilitators and other college and community resources. Development of curriculum out of the individual and shared interests of group members.

Content: Each student to define his own course of study and report it for his record. Basic content equivalent to Seminar in Teaching-Learning Process and Explorations in Self-Directed Learning.

Other content options: (1) Based on instructors' interests, such topics as Urban Community, Folklore and Fantasy and Seminar in Elementary Curriculum: Arithmetic. Other areas based on students' interests. (2) Specific course requirements undertaken on a learning-contract basis. Those designed to meet credential requirements must receive prior approval of Director of Credential Program. (3) Regular courses audited with instructor's permission on a contractual basis without official registration or credit. *Prerequisites:* Admission to Pacific Oaks in BA or MA or Credential Program. Workshop fee: \$50.

**HD 160 INTRODUCTION TO RESEARCH IN THE
BEHAVIORAL SCIENCES**

A general introduction to scientific method and objectives with particular emphasis on the understanding and interpretation of research findings, logic of hypothesis testing, definition, classification, and measurement; problems of research design and observation; principles of statistical methods as applied to the design of research. *Prerequisites:* General psychology and general sociology or cultural anthropology.

HD 162 ADVANCED PROBLEMS IN RESEARCH

Investigation into the process of research and the problems of research design and conceptualization. Emphasis on measurement problems and theory development; discussion of individual projects. *Prerequisite:* HD 160 or consent of instructor.

**HD 170 THE BARRIO CHILD
IN A PLURALISTIC SOCIETY**

Cultural background as the basis for educational needs of the barrio child and its implications for teachers. Emphasis on practical knowledge for working with young children. *Prerequisites:* Introductory course work in human development, sociology or psychology.

**HD 178 PRACTICUM IN WORKING WITH
HIGH RISK CHILDREN AND THEIR FAMILIES**

Three half-days of participation in the Compensatory Pre-School or Handicapped Children's Early Education Program, for children from zero to five years of age and their parents, as aides in the classroom or as individual counselors with children on site. *Prerequisites:* Admission to the college, HD 105 or HD 110 and HD 100, or previous teaching experience and completion of special application procedures (\$15. fee). Consent of instructor.

**HD 179 GROUP SUPERVISION
IN PRACTICUM PROBLEMS (2)**

Developing an understanding of the needs of high risk children and their families and competency in working with them in individual, family or group settings. *Prerequisite:* Concurrent enrollment in HD 178.

HD 282-283 PRACTICUM AND SEMINAR STUDY OF INFANTS-TODDLERS AND THEIR PARENTS

See description under HD 182-183

HD 284-I FAMILY INTERACTION AND PSYCHODYNAMICS: THEORETICAL ASPECTS (2)

The family as setting for role behavior and personality development; family identity, stability and breakdown. Capacity for adaptation as a measure of mental health or illness. Defenses against change in small group systems, as reflected in family interaction. *Prerequisites:* HD 100 or HD 101 or equivalent. Concurrent enrollment in HD 285-I unless instructor waives. Also, enrollment in both HD 284-II and HD 285-II, Spring semester.

HD 285-I FAMILY INTERACTION AND PSYCHODYNAMICS: LABORATORY (1)

Observation, discussion and experience in parent and family interviewing. *Prerequisites:* Concurrent enrollment in HD 284-I. Also enrollment in HD 284-II and HD 285-II spring semester.

HD 287-I AND II DEVELOPMENT AND CLINICAL ASPECTS OF CHILD DEVELOPMENT (2)

Seminar will consider child development, its pathology, and modalities of therapeutic intervention. The focus will be an interdisciplinary approach by clinical staff members, each in his own field of expertise, and will use video tape and filmed clinical case material for demonstration.

HD 289 SEMINAR IN LEARNING IN THE YOUNG CHILD

Develop ability to interpret psychometric tests and plan prescriptive teaching programs for a specific child to be carried out in a classroom setting. Areas of development to include motor, perceptual-motor, visual and auditory perceptocognitive and language. Includes exposure to behavior modification techniques and sequential learning and teaching to strengths as well as remediation of weaknesses. (Part of the class time will involve each class member programming for a specific child.)

HD 290 READINGS IN HUMAN DEVELOPMENT (2-4)

Directed reading in selected topics, individually arranged. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of instructor.

HD 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of the instructor.

HD 295 RESEARCH PROBLEMS (2-4)

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects. Advance registration required. *Prerequisites:* HD 160 or HD 162, graduate standing, and submission of an approved research design.

HD 299 MASTER'S PROJECT (3-6)

Prerequisite: Admission to candidacy for MA degree.

HD 188 SEMINAR IN GROWTH FROM BIRTH THROUGH THIRTY MONTHS OF AGE

Reading, discussion, and assignment of projects related to the child's mental, psychomotor, and behavioral growth and development, the maternal behavior, and the mother-child interaction—based on the Bayley Scales of Infant Development. Concurrent enrollment in HD 182 recommended.

HD 190 READINGS IN HUMAN DEVELOPMENT (2-4)

Directed reading in selected topics, individually arranged for advanced students able to work independently. Advance registration required.

HD 190L READINGS: PERSONALITY DEVELOPMENT IN LITERATURE

Directed reading and seminar discussions of fiction and autobiographies selected to illustrate processes of personality development, with emphasis on the diverse racial, religious, and ethnic groups in American society. *Prerequisite:* Introductory course work in human development.

HD 192 INDEPENDENT STUDY (2-4)

—Film strip on Day Care with Elizabeth Prescott, June Sale and Yolanda Torres.
—Student designed study and under faculty supervision. *Prerequisite:* Signed consent from instructors must be obtained prior to registration.

HD 195 RESEARCH PROBLEMS (2-4)

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects. Advance registration required. *Prerequisites:* HD 160 or HD 162, and submission of an approved research design.

Graduate Courses

A candidate for the Master of Arts degree may receive credit for upper division courses approved by his graduate committee. With consent of the instructor, courses numbered 200 and above are open to seniors.

HD 200 SEMINAR IN HUMAN DEVELOPMENT

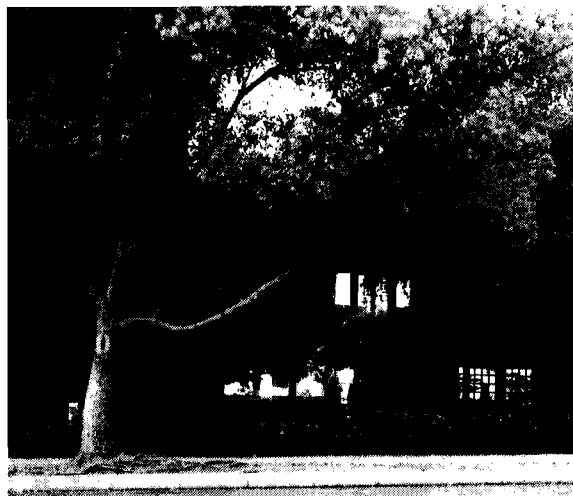
Concepts, issues, trends, and review of research in the interdisciplinary field of human development, considering the entire life cycle. Seminar discussion and individualized study. *Prerequisite:* Introductory course work in human development.

HD 201 SEMINAR IN HUMAN DEVELOPMENT: THE LATER YEARS

Concepts, issues, trends, and review of research in the inter-disciplinary field of human development, considering the human life cycle from adolescence to old age. Seminar discussion and individualized study. *Prerequisite:* Introductory course work in human development.

HD 202 CRISES OF MATURITY

Consideration of points of decision and crisis from adolescence through old age; adolescence, marriage, choice of career, birth of children, divorce, change of career, relinquishing of ambitions, retirement, death of parents or a child, psychological withdrawal, and personal confrontation with death. Team teaching to provide diversity of points of view and experience.



HD 206 GROUP PROCESSES

Communication in task-oriented groups. Interrelationships among organizational structures, social roles, and individual personality dynamics; conflict and its resolution. Accomplishing group goals while promoting personal growth. *Prerequisite:* General sociology or general psychology.

HD 210 CHILDHOOD IN VARIOUS CULTURES

The broad range of human behavior related to child rearing, especially as it provides perspective of one's own culture. Significance of culture patterns in personality development. Methods of child rearing in various cultures. *Prerequisite:* HD 100 or HD 200 or cultural anthropology.

HD 217 PIAGET AND THE CREATIVE PROCESS

Relationship of Piaget's concepts on thought development to the creative process in children and adults, and conditions which influence this process. Direct experiences with thought, dance, relaxation, music, literature, etc., will be provided for participants. *Prerequisite:* Human development or consent of instructor.

HD 218 "PIAGET AND THE CHILD: A DEVELOPMENTAL THEORY OF INTELLIGENCE AND THE SELF"

Consideration of Piaget's hypotheses about the nature, sources and dynamics of human intelligence, by focusing on its development in the young child. The process of the construction of knowledge by each child as he interacts with the things and people in his world will be analyzed. The significance of qualitatively different and sequential stages of learning in the process of the child's growth. Piaget's conception of the interrelationships among the cognitive, emotional and social aspects of development. A look at such topics as: children's organization of physical or social reality, the meaning of "discovery" and "invention" of knowledge, the importance of peer confrontation and cooperation in the development of intelligence and the self. Implications of Piaget's theories for teaching and other fields in child development. *Prerequisite:* Human Development or consent of instructor.

HD 232 STUDY OF LIVES

An intensive study of individual lives based on available material such as biographies, autobiographies, letters, interviews and tape recordings. *Prerequisite:* Course in human development or personality.

HD 249 PRACTICUM: ADMINISTRATION (2-5)

Supervised experience in selected aspects of administration of nursery schools and related programs. May be repeated for credit. *Prerequisite:* Approved field placement and concurrent enrollment in HD 252.

HD 250 PRACTICUM: SUPERVISION (1-2)

Supervised experience in supervision of students' work with children. May be repeated for credit. *Prerequisites:* Two Practicum courses and admission to teacher education, or completion of special admission procedures. Consent of instructor, concurrent enrollment in HD 252.

HD 252 SEMINAR IN SUPERVISION AND ADMINISTRATION

Principles and practices of democratic supervision and administration. Patterns of organization and environmental planning. Staff relationships and development. Personnel and business practices. Interpretation of school program to parents and community. Program development. Role of supervisor and consultant. Communication skills. Assessment procedures. Meets course requirement in administration and supervision for directors of licensed day nurseries. May be repeated for credit. *Prerequisites:* Concurrent enrollment in HD 249 or HD 250, or consent of instructor.

HD 254 HUMAN LEARNING IN SOCIETY: AN INTERPERSONAL INQUIRY (6-16)

Objectives: Intensive experience in implementing, at the college level, principles Pacific Oaks advocates for the education of young children: self-directed learning, the integrated day, and an emergent curriculum. Introduction to the ordering themes of a teacher's life. Facilitative environment in which to identify and share own themes. Promoting interpersonal understanding in terms of the organization and style of other individuals' learning.

Organization: Group meetings daily for a predetermined number of hours in a designated setting. Creation of an educational environment within which to plan learning with the assistance of the faculty facilitators and other college and community resources. Development of curriculum out of the individual and shared interests of group members.

Content: Each student to define his own course of study and report it for his record. Basic content equivalent to Seminar in Teaching-Learning Process and Explorations in Self-Directed Learning.

Other content options: (1) Based on instructor's interests, such topics as Urban Community, Folklore and Fantasy and Seminar in Elementary Curriculum: Arithmetic. Other areas based on students' interests. (2) Specific course requirements undertaken on a learning-contract basis. Those designed to meet credential requirements must receive prior approval of Director of Credential Program. (3) Regular courses audited with instructor's permission on a contractual basis without official registration or credit. *Prerequisites:* Admission to Pacific Oaks in BA or MA or Credential Program. Workshop fee: \$50.

HD 262 ADVANCED PROBLEMS IN RESEARCH

Investigation into the research process and the problems of research design and conceptualization. Emphasis on measurement problems and theory development; discussion of individual projects. *Prerequisite:* HD 160 or consent of instructor.

HD 278-1 INTERNSHIP PROGRAM IN WORKING WITH HIGH RISK CHILDREN AND THEIR FAMILIES (6-8)

One year intensive cross-disciplinary program in working with high risk children and their families, representing the entire socio-economic and educational range as well as varied emotional and physical handicaps. Practicum experiences to include: home visits, teaching with parents and children, family interviews, and on-site teaching with infants, toddlers and pre-schoolers. Seminars on developmental evaluation of children, intervention techniques, case presentations, group supervisory sessions and individual conferences. Outside experts drawn upon for sessions in child psychology, child therapy, Piaget, psychological testing and other areas relating to developmental issues. *Prerequisites:* Graduate standing and approval of staff. Concurrent enrollment in HD 284-1. Also enrollment in both HD 278-II and HD 284-II Spring Semester.

HD 280-1 PRACTICUM: THERAPEUTIC NURSERY SCHOOL (3)

HD 281-1 SEMINAR: THERAPEUTIC NURSERY SCHOOL (2)

Integrating observations of children with clinical assessment of their emotional problems. Developing skills of working with young children in a therapeutic nursery school setting, and applying these skills in supervision and consultation in other programs for young children. *Prerequisite:* Admission to cooperative graduate program with Cedars-Sinai Medical Center.

HD 282-283 PRACTICUM AND SEMINAR STUDY OF INFANTS-TODDLERS AND THEIR PARENTS

See description under HD 182-183

HD 284-1 FAMILY INTERACTION AND PSYCHODYNAMICS: THEORETICAL ASPECTS (2)

The family as setting for role behavior and personality development; family identity, stability and breakdown. Capacity for adaptation as a measure of mental health or illness. Defenses against change in small group systems, as reflected in family interaction. *Prerequisites:* HD 100 or HD 101 or equivalent. Concurrent enrollment in HD 285-I unless instructor waives. Also, enrollment in both HD 284-II and HD 285-II, Spring semester.

HD 285-I FAMILY INTERACTION AND PSYCHODYNAMICS: LABORATORY (1)

Observation, discussion and experience in parent and family interviewing. *Prerequisites:* Concurrent enrollment in HD 284-I. Also enrollment in HD 284-II and HD 285-II spring semester.

HD 287-I AND II DEVELOPMENT AND CLINICAL ASPECTS OF CHILD DEVELOPMENT (2)

Seminar will consider child development, its pathology, and modalities of therapeutic intervention. The focus will be an interdisciplinary approach by clinical staff members, each in his own field of expertise, and will use video tape and filmed clinical case material for demonstration.

HD 289 SEMINAR IN LEARNING IN THE YOUNG CHILD

Develop ability to interpret psychometric tests and plan prescriptive teaching programs for a specific child to be carried out in a classroom setting. Areas of development to include motor, perceptual-motor, visual and auditory perceptocognitive and language. Includes exposure to behavior modification techniques and sequential learning and teaching to strengths as well as remediation of weaknesses. (Part of the class time will involve each class member programming for a specific child.)

HD 290 READINGS IN HUMAN DEVELOPMENT (2-4)

Directed reading in selected topics, individually arranged. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of instructor.

HD 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of the instructor.

HD 295 RESEARCH PROBLEMS (2-4)

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects. Advance registration required. *Prerequisites:* HD 160 or HD 162, graduate standing, and submission of an approved research design.

HD 299 MASTER'S PROJECT (3-6)

Prerequisite: Admission to candidacy for MA degree.

Humanities

Hu 100 SEMINAR IN HUMANITIES

Topic changed each semester. An interdisciplinary approach to selected topics in the humanities. • Historical, philosophical and literary aspects of topic, related art, music, and general culture. Suggested topics: *American studies*; Philosophical psychology; *The Adolescent*; *The Madman*, *The Fool* and *The Child*; urbanization and technology; Freud, Darwin, and Marx.

Hu 142 ART WORKSHOP

Experience in art expression as an integrating force in learning at all ages. Understanding of art with children through self-understanding of the processes of imagination. Class exploration in materials, procedures, and new ways of expression. Inter-relationship with poetry and music. Field trips, films, resource leaders. Materials fee: \$35.

Hu 143 MUSIC AND MOVEMENT

Emphasis on fundamental awareness of the natural expression in chant, song, dance, games. Procedures for extending and encouraging rhythmic expression at all ages. Beginning knowledge of use of guitar, autoharp, and harmonica. Use of instruments for children. Source material in folk music, records, tapes. Resource leaders. Materials fee: \$35.

Hu 147 SEMINAR IN HUMANITIES

Integrated exploration of the humanities: art, music and movement, drama, poetry, children's literature. Special emphasis on one or more particular areas also possible. Workshop fee: \$35.

Hu 171 SPANISH CONVERSATION (2)

An introduction to colloquial Spanish designed to facilitate communication with adults and children of Mexican-American background.

Hu 192 INDEPENDENT STUDY (2-4)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration.



Graduate Courses

Hu 200 SEMINAR IN HUMANITIES

Topic changed each semester. An interdisciplinary approach to selected topics in the humanities. • Historical, philosophical and literary aspects of topic, related art, music, and general culture. • Suggested topics: American studies; philosophical psychology; *The Adolescent*; *The Madman*, *The Fool* and *The Child*; urbanization and technology; Freud, Darwin, and Marx.

Hu 242 ADVANCED SEMINAR/WORKSHOP IN ART

Experiences with art as a natural human capacity for expression. Study of several basic concepts placing imagination as the center of ideas. Art as belonging in all parts of the school curriculum. Experience with multi-media use. *Prerequisite*: Hu 142 or equivalent, or by consent of instructor. Workshop fee: \$35.

Hu 243 ADVANCED SEMINAR/WORKSHOP IN MUSIC AND MOVEMENT

Experiences in music as a natural expression. Body rhythm and movement as a base for dance. Use of wide range of movement in class situations, especially in the grade school setting. Resource leaders, films. *Prerequisite*: Hu 143 or equivalent by consent of instructor. Materials fee: \$35.

Hu 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisites*: Graduate standing and consent of instructor.

LANGUAGE

La 100 COMPOSITION AND CREATIVE WRITING

Individually directed seminar involving student-determined projects, group discussion of and reaction to individual work; discussion of aspects of narrative description, dialogue, point of view, and of various works of contemporary writers.

La 101 SPEECH SEMINAR

Physiology of speech, development of vocabulary and diction and projection. Improvisation for the classroom teacher. The voice as a teaching tool. Practice in oral reading, role playing, play reading and addressing groups, through a variety of class experiences, field trips and self evaluation.

La 138 SEMINAR: COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS (2)

Course emphasis is given to use and misuse of language, person-to-person listening, tools for understanding one's individual dynamics, and exploration of alternatives in thinking and behaving which are dysfunctional for the individual. May be given credit toward human development major. Open to Children's School staff (teachers, students, assisting parents), or other practicum students and their supervising teachers by consent of Dean of Faculty.

La 141 LANGUAGE AND LITERATURE FOR CHILDREN

Recognition of spontaneous language of children in rhythm, imagery, feeling, ideas. From this, a basic approach to encourage imaginative language expression; chants, poetry, stories. Nursery School through grades. Emphasis on wide knowledge of children's books to extend language. Development of materials. Workshop fee: \$35.



La 192 INDEPENDENT STUDY IN LANGUAGE AND LITERATURE (2-4)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. Useful for increasing competence in oral and written communication, including skills in correct grammar usage.

GRADUATE COURSES

La 241 ADVANCED SEMINAR IN LANGUAGE AND LITERATURE

Study of the use patterns of languages by children in nursery school, kindergarten through the school grades. Increasing knowledge in children's literature with emphasis on selection of children's books in terms of language and pictorial quality. Importance of books to read aloud and recognition of the effect on language growth. Special observations and field trips. *Prerequisite:* La 141 or equivalent by consent of instructor.

La 245 ADVANCED SEMINAR/WORKSHOP IN FOLKLORE

Basic material for class experiences in story, song, dance and ritual from all countries. Recognition of collective imagery and fantasy as this gives meaning and purpose to life experience. Study of both Thompson and Campbell as basic philosophy. Importance of early experience in folklore. Records, films, slides, special demonstration with participation.

La 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of instructor.

SCIENCE AND MATHEMATICS

MATH 100 MODERN MATHEMATICS

Practical and theoretical aspects of modern mathematics as it applies to college level arithmetic, including fundamental operations with whole numbers, fractions, decimals, and percentage, sets, various number bases, denominate numbers, metric system, introduction to the slide rule, mensuration, systems of numbers from natural numbers through complex numbers, and an introduction to algebra designed to prepare students for mathematics above the arithmetic level.

Sc 102 BIOLOGICAL FOUNDATIONS OF DEVELOPMENT

An overview of the functional organization of the human body. Importance of the interrelationships of the nervous, circulatory endocrine, reproductive and other systems in human development. Individual differences in health, growth pattern, and energy output. Laboratory experience in observation or experimentation; individual projects. *Prerequisite:* General Biology.

Sc 103 THE LIVING WORLD

Ways in which the scientist considers the world around him. Formulation and testing of hypotheses about the living world. Reading, demonstrations and field projects emphasizing first-hand understanding of scientific process in the life sciences. Discussion of the social and philosophical implications of modern science.

Sc 104 THE PHYSICAL WORLD

Ways in which the scientist considers the world about him. Formulating and testing hypotheses about the physical world. Reading, demonstrations and field projects emphasizing first-hand understanding of scientific process in the physical sciences. Discussion of the social and philosophical implications of modern science.

Ed 152K DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: KINDERGARTEN (4-5)**Ed 152P DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: PRIMARY (4-5)****Ed 152U DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: UPPER ELEMENTARY (4-5)****MATHEMATICS**

Exploration of key ideas and concepts most often drawn from mathematics and from the conceptual structure of most elementary arithmetic programs now used in schools. Creation of learning experiences to help children achieve a particular arithmetic skill or increase understandings of a particular key idea or concept. Experiencing learning from concrete operations to abstract thinking through manipulation and active involvement in a process type of environment with continuous self-evaluation.

Ed 155 PRACTICUM: WORKING WITH PARENTS (1-5)

Supervised experience in working with parents in individual conferences, and in group settings as appropriate. May include directed teaching of children as well as work with their parents. *Prerequisites:* Admission to teacher education; concurrent enrollment in Ed 156p or Ed 156m.

Ed 156p PARENT-TEACHER-COMMUNITY INTERACTION

Exploration of forces affecting human interaction in home, school and community relationships. Increasing awareness of the teacher's own attitudes, values and cultural sensitivity to families and communities of varied backgrounds. Individual student projects concerned with parent involvement in children's learning. Readings in philosophy and curriculum of adult programs in the American educational system, and in teaching principles suited to adults. Fulfills principle requirements for the California State Adult Education Credential in Parent Education. *Prerequisites:* Concurrent enrollment in Ed 155, previous experience in working with parents, or consent of instructor.

Ed 156m PARENT, TEACHER, COMMUNITY INTERACTION

Analysis of parent education program goals, content, materials and methods. Development of philosophy and principles for working with parents individually and in groups. Effects of cultural and racial differences on communication between parents and teachers. Fulfills methods requirement for California State Adult Education Credential in Parent Education. *Prerequisite:* Concurrent enrollment in Ed 155, previous experience in working with parents, or consent of instructor.

Ed 157 THE PARENTING PROCESS

Process of being a parent, responsibilities, confusions, rewards. Parenting experiences in relation to contemporary issues. New approaches to parenting. Parents encouraged to enroll.

Ed 158 SEMINAR IN ELEMENTARY CURRICULUM: SOCIAL STUDIES (1)

Exploration of Social Studies curriculum for pre-school through junior high, drawing on resources of the Human Development curriculum and the discipline of psychology, sociology and anthropology, history and political science. Emphasis is on an experience based upon Social Studies curriculum appropriate to a given age level.

Ed 189 SEMINAR: LEARNING PROBLEMS (2)

Understanding learning disabilities as part of the whole child. Diagnosis and remediation of incipient learning problems in four- to seven-year-olds. Emphasis on an individual approach to visual and auditory perception, spatial orientation, physical coordination, language development and concept formation. May be repeated for credit. *Prerequisite:* Concurrent enrollment in Ed 188.

Ed 190 READINGS IN EARLY CHILDHOOD AND PARENT EDUCATION (2-4)

Directed reading on selected topics, individually arranged for advanced students able to work independently. Advance registration required.

Sc 144 SCIENCE FOR CHILDREN

New ways of science exploration with children, nursery school through the grades. Process of building concepts from first hand experiences. Encouragement of children's questions and directions through investigation. Development of materials. Field trips. Workshop fee: \$35.

Sc 192 INDEPENDENT STUDY (2-4)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration.

GRADUATE COURSES**Sc 244 ADVANCED SEMINAR/WORKSHOP IN SCIENCE**

Exploration of science areas as ongoing creative experiences in discovery. Concern for life sciences with relation to wide concepts of preservation, ecology, pollution. Class experiences and demonstration of these approaches at all ages through grade school. Resource leaders in each special area. Materials fee: \$35. *Prerequisite:* Sc 144 or equivalent by consent of instructor.

Sc 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisites:* Graduate standing and consent of instructor.



Early Childhood and Parent Education

INTEGRATED CURRICULUM WORKSHOP

The workshop is designed to enable students to acquire both broad and specific knowledge of pre-school through upper elementary curriculum, and to provide the resources, human and material, necessary for the student to explore the whole range of curriculum areas and to explore indepth in a single area. All students enrolled for workshop courses will be furnished with a guide to the resources of the workshop and there will be a special orientation at the beginning of each semester for students who will be involved in the workshop. The workshop will be open under faculty supervision for adult use Wednesday morning and Monday-Thursday afternoons and evenings. Students may enroll for individual curriculum courses, for Ed 149 Explorations in Self-Directed Learning for 2-3 units, or for Ed 253 Advanced Seminar/Workshop in Curriculum for 2-5 units. Ed 149 is designed to provide flexible and broad access to the workshop without specific subject area requirements. Ed 253 is designed to provide student teachers or teachers with access to workshop materials and people in order to explore an area of special interest, develop new curriculum ideas, specialize in a single curriculum area such as reading or focus on Pre-School, Kindergarten, Primary or Upper Elementary Curriculum. All workshop students are invited to attend an on-going workshop evaluation seminar with workshop staff at lunch times on Tuesdays and Wednesdays.

Ed 131 OBSERVATION AND PARTICIPATION IN PUBLIC SCHOOLS (2)

Observation in a variety of public school classrooms. Participation at discretion of teachers. Written reports on visitations. Attendance at weekly student-teacher seminar. *Prerequisite:* Admission to the Credential Program.

Ed 139 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Understanding of present day humanism (such as Pacific Oaks' philosophy of education) through historical perspective gained by study of philosophers of education such as, Froebel, Dewey, Brinton, Holt. Implications for current education.

Ed 148 PLANNING ENVIRONMENTS FOR YOUNG CHILDREN

Ways of examining the environment provided by the nursery school, day care center and other settings. Evaluating use of physical space and selection of activity settings in terms of program goals. Environmental planning to enrich children's experiences and facilitate adult supervision. The administrator as facilitator. Meets course requirement in Administration for directors of licensed day nurseries. *Prerequisite:* HD 105 and HD 106 or teaching experience. Materials fee: \$35.

Ed 149 EXPLORATIONS IN SELF-DIRECTED LEARNING (2)

A studio workshop experience for adults providing personal encounter with the material world, not necessarily oriented toward work with children. Experiences in learning through manipulating, experimenting with, and designing learning materials, equipment and environments. May be repeated once for credit. Materials fee: \$35.

Ed 150 PRACTICUM: DIRECTED TEACHING IN NURSERY SCHOOL OR KINDERGARTEN (2-5)

Two to five half-days weekly of supervised teaching in a selected nursery school or kindergarten. *Prerequisites:* Admission to teacher education or consent of both adviser and seminar instructor; concurrent enrollment in Ed. 151.

Ed 151 SEMINAR IN TEACHING YOUNG CHILDREN WITH SPECIAL FOCUS ON TENDER TOPICS

Areas of learning in the early years, focusing on the total child and his learning process. Exploration of an integrated curriculum for young children, nursery school through kindergarten. Special discussion of Tender Topics including: 1) sex, sexuality, sex roles, homosexuality, exhibitionism; 2) marriage, separation, divorce; 3) death, dying, grief and mourning; 4) self-acceptance, cultural and racial identity. Other areas covered: physical growth and developmental needs, social skills and relationships, emotional needs, conceptual learning, language and literature, music and movement, science and nature, art and creative activities. Workshop fee: \$35.

Ed 152K DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: KINDERGARTEN (4-5)

Ed 152P DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: PRIMARY (4-5)

Ed 152U DIRECTED TEACHING IN PUBLIC ELEMENTARY SCHOOL: UPPER ELEMENTARY (4-5)

Supervised participation in a public elementary school as a student teacher. *Prerequisites:* Admission to Credential Program, course work as designated by the Faculty Credential Committee, and previous or concurrent enrollment in one of the following: Ed 153, Ed 154, Ed 157 or Ed 253. Student teaching fee: \$10 per unit in addition to tuition.

Ed 153 SEMINAR IN ELEMENTARY CURRICULUM: READING INCLUDING PHONICS

An observation of several methods of teaching reading, including the teaching of phonics, awareness of individual differences and the readiness factor in learning to read. Pre-reading skills defined and factors in its development, reading and teaching games explored, and resource materials created in class. Linguistics, problems of the bilingual child in reading English, diagnostic and corrective techniques for the teacher, reading for meaning, and for the retarded reader.

Ed 154 SEMINAR IN ELEMENTARY CURRICULUM: MATHEMATICS

Exploration of key ideas and concepts most often drawn from mathematics and from the conceptual structure of most elementary arithmetic programs now used in schools. Creation of learning experiences to help children achieve a particular arithmetic skill or increase understandings of a particular key idea or concept. Experiencing learning from concrete operations to abstract thinking through manipulation and active involvement in a process type of environment with continuous self-evaluation.

Ed 155 PRACTICUM: WORKING WITH PARENTS (1-5)

Supervised experience in working with parents in individual conferences, and in group settings as appropriate. May include directed teaching of children as well as work with their parents. *Prerequisites:* Admission to teacher education; concurrent enrollment in Ed 156p or Ed 156m.

Ed 192 INDEPENDENT STUDY (2-4)

Student designed study under faculty supervision, arrangements with instructor must be made prior to registration.



Ed 195 RESEARCH PROBLEMS (2-4)

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects. Advance registration required. *Prerequisites:* HD 160 or 162 and submission of an approved research design.

Graduate Courses

Ed 240 PHILOSOPHICAL ISSUES IN CONTEMPORARY EDUCATION

Examination of historical, philosophical and cultural roots of contemporary education. Current issues and significant innovations in education in the United States and abroad.

Ed 248 SEMINAR IN PLANNING ENVIRONMENTS FOR YOUNG CHILDREN

The ecology of child development. Devising and testing approaches to analyzing schools, homes, and other settings as environments for child rearing. *Prerequisite:* Graduate standing or Ed 148.

Ed 250 DIRECTED TEACHING IN THE OPEN CLASSROOM: 4-8 YEAR OLDS (2)

Participation in an open structured team teaching program. Opportunity for observing behaviors in a variety of settings. The development of interest areas. Exploration of open classroom techniques—especially experiential learning. Learning in a team approach. *Prerequisite:* Concurrent enrollment in Ed 252. Previous teaching experience or consent of instructor.

Ed 251 SEMINAR IN THE TEACHING-LEARNING PROCESS

Analysis of various educational environments, including the seminar itself, as a laboratory in teaching and learning. Course content and individual projects are developed by participants. May be repeated for credit. *Prerequisite:* Introductory course work in human development and/or learning.

Ed 252 SEMINAR IN THE OPEN CLASSROOM

Extended staff session/seminar/daily pre-planning and post-evaluations. Planning environments and program for children in an open classroom. Developing observational and record keeping skills. Planning for the individual child in the program. Developing critical assessment of materials and ability to invent activities from scrounge materials. Emphasis on specifically articulating how learning happens in the open classroom. Involvement of community and parents. Diagnosing and prescribing in a developmental framework. Behavioral objectives. *Prerequisite:* Concurrent enrollment in Ed 250.

**Ed 253 ADVANCED SEMINAR/WORKSHOP
IN ENVIRONMENTAL AND CURRICULAR
DEVELOPMENT (2-5)**

Designed to provide student teachers and teachers continual access to materials and people in the workshop in order to explore areas of special interest such as: a specific curriculum area such as reading, curriculum for pre-school, kindergarten, primary or upper elementary grade levels, environmental and interpersonal relations, or devising ways of assessing and meeting the growth needs of the individual child. Workshop fee: \$35 for 1-3 units, \$50 for 4 or more units.

Ed 258 DIRECTED TEACHING IN COLLEGE (2-5)

Supervised planning and teaching of college seminars. *Prerequisite:* Graduate standing and consent of Dean of Faculty.

Ed 259 SEMINAR IN COLLEGE TEACHING (1-4)

Preparation for teaching at the college level. Consideration of an array of teaching-learning modes and strategies; course materials; task oriented group process; problems of assessment and evaluation. *Prerequisites:* Graduate standing, recommendation of adviser, interview with the instructor, written consent of instructor. Enrollment limited.

Ed 290 READINGS IN EDUCATION

Directed reading in selected topics, individually arranged. Advance registration required. *Prerequisite:* Graduate standing and consent of instructor.

Ed 292 INDEPENDENT STUDY (2-4)

Student-designed study under faculty supervision. Arrangements with instructor must be made prior to registration. *Prerequisite:* Graduate standing and consent of instructor.

Ed 295 RESEARCH PROBLEMS

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects. Advance registration required. *Prerequisites:* HD 160 or HD 162, graduate standing and submission of an approved research design.



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"People ask me if it is Pacific Oaks' approach to art education that attracts me. If Pacific Oaks teaches art as something separate from the rest of life I shall be greatly disappointed. I think the school offers an alternative of helping people to educate themselves and to develop their own inborn capacities."—Susanna Arp, Sculptress and Member of Board of Trustees

Administrative Personnel

Edwin Morgenroth, M.A.	President Emeritus
E. Robert LaCrosse, Ph.D.	President
John E. Dopyera, Ph.D.	Dean of Faculty
M. Betty Ketron	Executive Director of Administration and College Affairs
Mary Baker	Finance Manager
Beatrice Dahle, M.A.	Director of Credential Program
Karen Fite, M.A.	Director of Admissions
Elaine Jones, B.A.	Registrar, Financial Aid Officer
Elizabeth Jones, Ph.D.	Director of Graduate Studies
Kathy Osburn	Development Associate
Cyril Treister, M.A.	Librarian
Carol Phillips, M.Ed	Children's School Coordinator
Elizabeth Prescott, M.A.	Director of Research
Peggy Snyder	Public Relations Associate



Faculty

The year of the first appointment is given after each name.

Beatrice Dahle (1965) B.S., Commerce, 1941, University of Southern California; M.A., Guidance and Counseling, 1966, Pasadena College.

John Dopyera (1973) B.A., Psychology and Sociology, 1956, Reed College; Ph.D., School Psychology, 1971, Syracuse University; Graduate Study, Padagogische Hochschule, Gottingen, Germany.

Georgiana Feeney (1972) B.A., English, 1941, Beaver College; M.A. and Ph.D., Education and Psychology, 1970, Claremont Graduate School.

Geraldine Ferguson (1970) B.S., Physical Education, 1961, University of California at Los Angeles; Ed.D., Educational Psychology, 1970, University of California at Los Angeles.

Karen Fite (1972) B.A., English, 1964, Pomona College; M.A., English, 1970, Georgetown University.

Carole Herman (1970) B.A., Human Development, 1970, Pacific Oaks College; M.A., Human Development, Pacific Oaks College

Elaine Jones (1973) B.A., Speech and Drama, 1968, Occidental College; Elementary Teaching Credential, 1973, Pacific Oaks College.

Elizabeth Jones (1954) B.A., Psychology, 1952, College of the Pacific; M.A., Child Development, 1954, University of Wisconsin; M.A., Sociology, 1958, Whittier College; Ph.D., Sociology, 1967, University of Southern California.

Polly McVickar (1959) B.A., Psychology, 1933, Wheaton (Mass.) College; M.Ed., Education, 1940, Boston University.

Barry Miller (1971) B.A., Psychology, 1962, University of Buffalo; M.A., Counseling Psychology, 1965, Teachers College, Columbia University; Ph.D., Counseling Psychology, 1967, Arizona State University

Carroll Parten (1971) B.S., Human Development, 1967, Pacific Oaks College; M.A., Early Childhood Education, 1970, California State University at Los Angeles.

Billie Pauley (1971) B.A., Human Development, 1970, Pacific Oaks College; M.A., Human Development, 1971, Pacific Oaks College

Carol Phillips (1972) B.A., Psychology, 1968, University of Wisconsin; M.Ed., Early Childhood Education, 1969, Erikson Institute of Loyola (Ill.) University

Mio Polifroni (1957) B.A., Social Service Administration, 1940, University of Chicago; M.A., Education, 1968, Claremont Graduate School.

Elizabeth Prescott (1962) B.A., Social Sciences, 1946, University of Denver; M.A., Psychology, 1961, California State University at Los Angeles.

Bunny Rabirotf (1972) M.A., Human Development, Pacific Oaks College.

June Sale (1970) B.A., Economics, 1946, University of California at Los Angeles; M.S.W., 1969, University of California at Los Angeles.

Mary Scudder (1965) 1952, Nursery Training School of Boston; M.A., Early Childhood Education, 1972, Goddard College.

Eleanor Siegl (1971) Founding Director, The Little School, Bellevue, Wash.; B.S., Early Childhood Education, 1957, Teachers College, Columbia University; M.Ed., Education, 1967, University of Washington.

Doris Smith (1968) B.S., Education, 1951, Mills College of Adelphi University; Graduate Study, Education, 1962, Miami (Ohio) University; M.A., Human Development, Pacific Oaks College.

Yolanda Torres (1967) B.A., Art, 1957, California State University at Los Angeles; M.A., Human Development, 1972, Pacific Oaks College; Graduate Study, Art, California State University at Los Angeles.

Marianne Wolman (1951) Teaching Credential, 1935, University of Vienna; M.A., Education, 1956, Claremont Graduate School; Graduate Study, Education, Claremont Graduate School.



Visiting Faculty

Diana Goodrow B.S., Child Development, 1968, Pacific Oaks College; Graduate Study, Human Development, Pacific Oaks College.

Barbara Hovey B.A., Education, 1939, Stanford University; M.A., Education, 1967, Occidental College.

Gilbert Jones B.A., Zoology, 1953, College of the Pacific; M.S., Zoology, 1954, University of Wisconsin; Ph.D., Biological Sciences, 1967, University of Southern California.

Hilda Mullin Advanced Study, Gestalt Therapy Institute of Los Angeles; Advanced Study, Esalen Institute, Big Sur; Advanced Study, Graham, Humphrey-Weidman Techniques, New York; Advanced Study, Dalcroze Eurhythmics, New York.

Mary Pieters B.A., Social Science and Education, 1947, San Diego State College; M.A., Education, 1951, Claremont Graduate School; Graduate Study, Education, Claremont Graduate School; Graduate Study, Education, Merrill-Palmer Institute.

Sandra Schmalz B.S., Early Childhood Education, 1966, University of Massachusetts.



Faculty Associates

The Little School
2812 116th St., N.E.
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Calendar

September 4-14: Registration for fall semester and application for January Graduation. Advisers on campus according to office hour schedule.

September 6: Faculty retreat

September 7: Orientation for student teachers with supervisors by arrangement.

September 10: Orientation for new students

September 11-12: Practicums begin with orientation for all practicum students

September 11: Directed Teaching in public schools begin (Pasadena)



"Pacific Oaks is always changing. New people come, old ones leave. New people bring new ideas. It seems we're so attuned to the community of man that we are deeply involved in changes taking place, not only in early education, but changes affecting all mankind. I like that and I also like the fact that here I can just be me."—Marietta Warren, Administrative Assistant

September 13: Children's School opens

September 17: Fall classes begin

September 18: Directed Teaching in public schools begins (Los Angeles)

September 22: Pacific Oaks Community Retreat

October 22: Veteran's Day Holiday.

November 10: Pacific Oaks Community Retreat

November 22-23: Thanksgiving Holiday

December 19-January 1: Christmas vacation (Los Angeles schools)

December 24-January 4: Christmas Vacation for students & faculty

January 11: Student Evaluation for January graduates due in to Registrar

January 18: Fall Classes end.

January 25: Directed teaching in public schools (Pasadena) end for fall semester

Spring semester orientation for student teachers with supervisors by arrangement.

January 21-February 1: Registration for Spring Semester

January 25: Directed teaching in Pasadena public schools ends

January 27: Graduation

January 28-February 1: Children's School and College Recess

January 28: Directed Teaching in public schools (Pasadena) begins for spring semester

January 31: Orientation for new students

February 1: Orientation for practicum students

February 1: Directed Teaching in public schools (Los Angeles) end for fall semester

February 4: Directed Teaching in public schools (Los Angeles) begins for spring semester.

February 4: Spring classes begin

February 12: Lincoln Day Holiday

February 18: Washington Day Holiday

April 8-12: Spring vacation for students & faculty

April 12: Good Friday—offices closed

May 27: Memorial Day holiday

May 31: Spring classes and practicums end.

June 3-14: Summer recess for College & Children's School

June 2: Graduation

June 14: Directed Teaching in public schools (Pasadena) ends for spring semester

June 00: Directed Teaching in public schools (Los Angeles) ends for spring semester

June 14: Orientation for summer practicum students

June 17-00: Summer Session for College & Children's School.



Right now, Pacific Oaks is sprouting up and growing out in all ways and directions. There are people who want the college to have more of an intellectual edge, and I'm among them. But I don't want to do that by sacrificing the other special things about it.

At Pacific Oaks you have freedom to work in your own way. I would readily spend the rest of my professional life here. It's a good environment for the mature and self-propelling person of any age.

We seem to provide a good climate for able people who are turned off by the educational system. They're too bright for the games of academia. They were the kids who didn't like multiple choice tests because they wanted to talk about *every* answer. What's that Jerome Bruner quote? Something like: "Education must go beyond adaptive necessity to the expression of human flair." Pacific Oaks is the kind of place where you can express that human flair.

Students have a lot of options in my classes: one of them is *not* doing nothing. I recognize there may be a time in a student's life when he needs to do nothing, but I don't want that time to come during my class.

I like students to read and write widely and deeply and with many choices. What I most want them to feel after my class is that they've done something they are proud to send out as a piece of themselves, something they might otherwise never have done, something that there might not have been stretching for, in straight academia.

Georgiana Feeney
—Faculty



There are no specific course requirements in the MA program. Some faculty members sometimes feel there should be, but the current emphasis is on individual choice among learning resources, both courses and independent study.

Since we're as interested in learning from students as in passing things we know along to them, we admit only students with a good base of experience.

We make more of original work here at the master's level than some other schools. We're not interested in having people do things just to demonstrate that they know the techniques of doing them. We want them to do things because they're important to them and they want to communicate something.

This gives a broader base for evaluating quality than the traditional base. We measure success not on how well students demonstrate academic techniques when they're here, but on how they do when they leave. Do they go out into some professional field and make waves? Do they effect change?

What we're trying to do is support personal growth and support people who are trying to change the system. We're not telling them what they need to know, but asking them what they need to know and helping them learn it or do it.

At no time will I say this is the only valid approach to education, but it is a crucial one and it is the one we offer in the MA program. It's crucial not because it's so profound, but because there are so few places today where it's available.

—Elizabeth Jones
Director of Graduate Studies

I believe that the teaching-learning process is a two-way street. Often the best way to learn is to teach, and in that sense, I expect students to share what they know and believe—to teach me.

I start from the premise that in order for a relationship to be a growing experience, there must be something of value for all involved. For example, when I assign a student to a field placement, I think there must be something "in it" for the student, the people directly related to the placement and the college faculty member supervising the placement.

As long as there is balance in this situation, as long as everyone is receiving something of value from it, the triangle can represent a moving, growing and learning experience for all involved. When the triangle becomes imbalanced, the experience becomes less valuable for all concerned.

The evaluation process should also go on between teacher and student. I'm willing to make judgments based on knowledge, discuss these judgments with the people involved, and even change them. But I also expect students to do the same with me.

Conflict of ideas can be painful, but I hope that by being candid and open we may experience joy and a feeling of competence in the practical and theoretical material we attempt to understand.

*—June Sale
Faculty*



By and large people don't come here to do research. In fact, a lot of students are deathly afraid of research. Other students don't really believe in it. They think it's irrelevant to their life and see it as a boring way of reducing things to their dullest details.

Despite this, we always have a group of students who really get engulfed in research. It always happens. I find these students fun to work with.

They find that research can really be a powerful tool for protecting the things they care about. It's a heady discovery, learning that there are ways of figuring out how to defend what you care about. Data collecting can give you ammunition.

And it's often those who are most afraid of research who are most astounded by this discovery.

Of course, much of our research is done in "naturalistic" settings, or in uncontrolled settings. We're trying to see how a child behaves in his natural setting, in all his complexity. That kind of research is much harder, I think.

Usually, if you insist that students pick research problems that they personally care about, they will discover how relevant research can be to what they're doing, and that there really aren't artificial distinctions between research and other parts of the field. Research is one technique to help us look at children; learning about children is really interdisciplinary.

*—Elizabeth Prescott
Director of Research*





I became deeply involved with early childhood education in the early Thirties when I was living with refugee children in Great Britain. I had been a high school teacher before, but I found early childhood education absolutely fascinating. There's nothing more exciting than to see a child grow. It's like watching a flower unfold.

I worked with very young children for a long time before I wanted to teach grownups. Teaching grownups is very exciting. What I really find important in teaching is authenticity. My husband and I have traveled to many far away places during the past several years, and these travels have carried over into my teaching. They have given me insight into my life and into other people's lives. These insights have become part of my work, such as my course called *Childhood in Various Cultures*. I would feel very phony if I were taking everything from a book. To me it would be lacking in authenticity.

In my classes, I don't care how students learn; I only care that they do and that they become competent in the field. Before class concludes, I meet each student and talk to him or her at length, so I have a good idea of what was learned. I think our small size and this individualized attention is one reason our students choose Pacific Oaks.

—Marianne Wolman
Faculty

I really think our students are our greatest asset. They're involved in their own lives and with the lives of the people around them.

And they're very interested in lots of questions. And independent. They're involved in how to assess their own feelings and goals so they can know where they're going and don't just fall into roles that people expect of them. They want to be certain they're making the decisions about themselves based on their own goals and strengths.

In my classes, students are often their own best resources. They share expertise and experience. They're supportive of each other. They want very much to be real people rather than to conform to the stereotypes of people which society often prefers.

This is a growth process, and I know Pacific Oaks fosters it because you can see students change after they come.

—Gerry Ferguson
Faculty





One of the things that attracted me to Pacific Oaks has something to do with its focused concern with child development and early education. The integration of research, teaching and practice in the Children's School is also of considerable interest to me.

I have a feeling on the campus of honesty, openness and commitment, and a willingness to take on stimulating and difficult tasks.

Personally, I want to work with people who have the guts to take on significant problems in early education, and the intellectual prowess to make major contributions to their solution. I view Pacific Oaks as the kind of place which offers this kind of intellectual climate.

Most of our thinking in Western culture has been based on a linear model: the more, the better. Non-linear models may, however, provide better understanding, especially if we're concerned with individual learners. I suspect that "too much" of lots of things can kill off interest, motivation and concern; the right amount however, will foster them. The trick in education is to find what is the right amount for each child.

If teachers depend on the institutions which house their programs for more than 25 per cent of the materials, intellectual guidance and emotional support needed for the programs, the pupils' experiences will be pretty barren. It has never been the task of bureaucrats to open vistas, to support innovation, to supply resources. The task of teacher preparation institutions, therefore, is to select and then stimulate students who, when they become teachers, will tactfully provide the 75 per cent of the program that is missing. If such institutions fail in this task, the missing 75 per cent probably won't come about at all.

One of my favorite quotes is from Schopenhauer, who, from my point of view, sums up what a good deal of human development and research is all about: "Thus, the task is, not to see what nobody has seen yet, but to think what nobody has thought yet about that which everybody sees."

*—John Dopyera
Dean of Faculty*



All my classes are at the Creative Environment Workshop, a learning center where people can explore materials and learn by choosing their own direction, pace and medium.

It's set up like an open classroom. There are centers for art, music, science, woodworking, sewing, pottery, math, etc. It's the "doing" part of academics at Pacific Oaks.

We are trying to make students aware of the world as a truly inter-disciplinary experience. Our lives are not separated into disciplines for us, like a curriculum. Human beings put it all together. They don't live in pieces. They live all over. All the time.

To borrow a phrase, we get all mossed over with living, letting in only what we want. But the human animal has curiosity, and we must learn to use it in our schools just as we see it used in our homes. Human beings have this fantastic ability—to wonder how things would be if they weren't the way they are. Imagination!

Imagination is still possible. The creative and literal worlds can come together, and I think people are hungry for this kind of affirmation. I think that's what the Workshop provides. People find their own challenges, then ask questions, find answers and let those answers lead to new challenges. It's up to the human being to extend himself, to explore new things.

—Polly McVickar
Faculty

My focus on teacher training is on attitude. I tend to emphasize curriculum less and attitude and outlook more. I think they're the most important thing in working with kids. After all, the curriculum can change from time to time or school to school.

But an attitude about kids is enduring. And I am for a good, healthy, flexible attitude. A lot of our attitudes toward handling children are based on what happened to us as kids. We have to work through that. Once we do, the curriculum will flow.

Our daily staff meeting focuses on what happened that day with the children in the yards, and how they feel about it. It's extremely important for students to experience relevant daily feedback sessions. This whole teacher training aspect is why I prefer work in a college setting over work in a preschool, where there are no college students. I enjoy working with children, but I think I can do more for children by working with prospective teachers, too.

That's a great strength of having faculty members who work with children and teach courses. College students and teachers have a very productive relationship. The teacher is not just an authority. Students get to see you working with kids and you're just as vulnerable as they are.

Students should continue to seek new ways of learning and teaching children. The greatest asset they have is their own open-mindedness.

—Carol Phillips
Children's School Coordinator



What we're trying to do with our credential program is slowly, peacefully to effect some change in public schools and classrooms.

In the credential program, students do observations and practice teaching in several schools—public and private—as part of their credential preparation. I try to include a variety of experience in their program. I keep telling them I want them to visit lots of classrooms employing lots of different teaching styles, absorb them and come away with an appreciation for each.

I think students should have a diversity of teaching styles and a diversity of feelings about teaching and learning. I want our students to realize that there isn't any one best way to teach. The trick is to have experiences broad enough to find a system that works for you. That's what we try to do.

One of the things that has made our students more attractive to employers is this broad experience. A student graduating from Pacific Oaks with both credentials has great depth of understanding of children at four levels—preschool, kindergarten, primary and upper elementary. I don't know of another school in California that provides that range of training.

I've been a teacher in public schools and this enables me to talk a lot better with our students. Public school can be hard for the student teacher, even though we pick teachers who really want to work with us and our students, and are eager to try new things. I tell



them there are ways to handle the difficulties, and they will have learned many of them before they graduate and take their first teaching job.

—Beatrice Dahle
Director of the Credential Program

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