

# **PACIFIC OAKS BULLETIN**

**1978-1979**



PACIFIC OAKS COLLEGE

5 WESTMORELAND PLACE

PASADENA, CALIFORNIA 91103

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Al Rossi  
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92670



# SPECIAL EDUCATION

The following classes will be offered during the Fall Semester, 1978:

SPECIAL EDUCATION CORE  
Judy Sachse

units to be determined

4:30-7:00 p.m. Wednesdays

SpEd236 ASSESSMENT, INDIVIDUALIZED INSTRUCTION AND ACCOMODATING ENVIRONMENTS FOR  
EXCEPTIONAL CHILDREN  
Carol Zoeller

3 units

4:30-7:00 p.m. Mondays

SpEd243-1 TEACHING THE LEARNING HANDICAPPED: COGNITIVE REALM

2 units

SpEd244-1 TEACHING THE SEVERELY HANDICAPPED: COGNITIVE REALM

2 units

Mary Ann Read

4:30-7:00 p.m. Tuesdays

SpEd257 DIRECTED TEACHING THE LEARNING HANDICAPPED

4 units

SpEd258 DIRECTED TEACHING THE SEVERELY HANDICAPPED

4 units

Judy Sachse

Times to be arranged

The following classes will be offered during the Spring Semester, 1979:

SPECIAL EDUCATION CORE

SpEd237 EARLY IDENTIFICATION & ASSESSMENT OF THE LEARNING HANDICAPPED 2 units

SpEd238 EARLY IDENTIFICATION & ASSESSMENT OF THE SEVERELY HANDICAPPED 2 units

SpEd243-11 TEACHING THE LEARNING HANDICAPPED: PSYCHO-MOTOR REALM

2 units

SpEd244-11 TEACHING THE SEVERELY HANDICAPPED: PHYSIOLOGICAL-MOTOR REALM

2 units

SpEd257 DIRECTED TEACHING THE LEARNING HANDICAPPED

4 units

SpEd258 DIRECTED TEACHING THE SEVERELY HANDICAPPED

4 units

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## DEAN'S MESSAGE

Once upon a time, someday, a very unusual child might be born. Her name could be Namowyna. Pretend along with me and I will tell you about her.

Namowyna seemed to be a perfectly normal baby at first. In addition to her parents, Namowyna's family consisted of a great, great aunt whose name was Namow. Little Wyna, as she was called, was named after this great, great aunt who was, until Namowyna was born, the most unusual person who had ever been. Aunt Namow was actually a fairy godmother, although not of the usual type, with the magic wand and the three wishes. Aunt Namow simply knew how to tell what was important from what was unimportant and, when no one else was around, she would tell little Wyna what had happened each day that was actually important and she would help her to learn how to forget everything else.

One of the first things that people came to notice about Namowyna was that she was not a fussy eater. It didn't matter what kind of baby food she got, she would simply smile and eat until she was full. Then she would smile, close her mouth, and stop eating. She was the same way when anyone gave her anything. She would take it and beam at it. I don't mean to suggest that little Wyna never cried. She cried when she fell down and skinned her knee, for example. In fact she was a mighty crier. When her mother said, "Now, now, don't cry," and tried to comfort her, she ignored her entirely. She simply cried until she was finished and then she stopped. After awhile people gave up trying to comfort her when she hurt herself. Her mother would take care of the necessary first aid and then just sit and hold Wyna until Wyna was ready to climb down and toddle off. One time when Wyna had gone for a ride in the car with her father, another car ran into them. First Wyna cried and cried. Then, when she stopped crying, she shook and shook, like a little dog afraid of the thunder. And then she stopped shaking and beamed at her father. She beamed at him for a long time, until finally he started crying and laughing and shaking himself.

It wasn't until Wyna started to talk, or until she didn't start to talk, and then she did start to talk, that her parents started to worry. When Wyna was three her parents tried to get her to say "Mama" or "Dada." She didn't. When Wyna was four her parents began taking her to child psychologists. They weren't sure why Wyna wasn't talking. When Wyna was five the child psychologists were suggesting that Wyna might have some unusual handicap. Whenever someone said to Aunt Namow, "Why on earth do you suppose she isn't talking yet?" Aunt Namow calmly said, "I suppose it is because she hasn't anything important to say yet." One day Wyna's father, who was very very worried but trying not to show it, got very angry when Auntie made her usual response.

"Important! What child knows what is important? What child waits to talk until she has something important to say?" As he turned and started to walk away, Wyna said to him, "Don't be mad at Auntie, Daddy."

"Wyna! Why on earth have you waited so long to talk?" he asked with tears in his eyes.

"I was waiting until I knew how to tell what's important," she replied.

Well, needless to say, the parents and the child psychologists were puzzled by this remark. Psychologists who had been suggesting some kind of deficiency began to suggest some kind of special gift.

One day Wyna's mother was walking passed Wyna's room. She heard Wyna talking and opened the door quietly because she wanted very much to hear what Wyna was saying. Wyna was sitting on the floor with her box of crayons. The box of crayons, with 100 different colors, was one of Wyna's favorite toys. As she listened, Wyna's mother heard Wyna chanting all the names of all the colors to herself.

"Wyna," she exclaimed, "How do you know the names of all the colors?"

"It says the names on the crayons."

"But how did you learn to read?"

"What is read?"

"Reading is being able to tell what those words on the crayons are."

"Oh. I just looked at the names and wanted to know them."

"What else can you read?"

"I don't know. Colors are very important in order to be able to say how something really is."

"That's very good, Wyna."

"What color is good?"

"No, good isn't a color. Good is, well good is the opposite of bad."

"How do good and bad look?"

"They don't look like anything."

"Then how do they feel?"

"No, Wyna, you don't understand." Wyna's mother was becoming frustrated. Sometimes Wyna understood so much, and sometimes she understood so little. "Good and bad are abstract qualities."

"How do you know they are there if you can't feel them or see them?"

"Well, it's something you have to decide, Wyna. I don't know, I can't seem to explain it to you."

"Oh, well, Mommy, it must not be very important. Probably good and bad are things Auntie told me to forget."

Wyna's mother decided that she really didn't know how to handle Wyna and thought that perhaps it was time to send her to school. At school, Wyna was as interested in things as ever. She was willing to paint if the teacher suggested she paint, willing to read if the teacher suggested she read. When the teacher didn't suggest anything in particular Wyna would talk with the other children or swing or paint or take things apart and put them back together. Sometimes she would think up questions. "Could we name all the smells like the colors? There aren't enough names for the smells. Colors are the only things that have enough names, except for the names of things themselves." One time the teacher said to her, "What do you want to do Wyna?"

And Wyna asked seriously, "What's want?"

"Want means what do you like better, for example painting or swinging?"

"Swinging is swinging. I like swinging. Painting is painting. I like painting."

"Yes, but which one do you like better?"

"What's better?"

"Well, which one do you want to do right now?"

"Right now I'm thinking. I like thinking."

The teacher started to say, "That's good," but she stopped herself because she had already had that conversation with Wyna. "No concept of good," she muttered to herself. "Has difficulty with comparisons," she jotted down on her note pad and decided to make a point of working on that with Wyna. When she did, however, she discovered that Wyna was in fact very good at comparisons like bigger and smaller or lighter and darker or harder and softer. It was all very puzzling.

In the normal course of events, Wyna kept growing taller and older, and kept growing older even after she stopped growing taller. The unusual thing about Wyna was that she kept on being unusual. Suddenly one day, after 17 years of not having anything happen which puzzled her, although as you can see she puzzled a great many other people, something puzzling happened. Her high school counsellor had told her that she had a problem.

"Wyna," he said, "you need to decide what you want to do with your life. Now most girls I advise to go into teaching, but you are remarkably unsuited for teaching. To be a teacher you need to be able to tell good from bad, proper from improper, normal from abnormal, and moral from immoral. You, Wyna, cannot do any of those things. So teaching is out. Can you think of something you would like to do that your - uh - limitations don't disqualify you for?"

Wyna agreed to think it over. She went home and asked Auntie Namow, "Auntie is it important for me to decide to do something with my life?"

"Might as well do something," Auntie replied.

So Wyna went back to the counsellor and told him that she would like to decide on something to do with her life. She asked him to tell her about all the things there were to do. He told her about cooks and waitresses but she said that what you ate wasn't important. So he told her about stewardesses and travel agents. But she said that where you were wasn't important. So then he told her about lawyers and senators but she said that making up games wasn't important. Finally in exasperation, he said, "How can you tell what's important?"

"If something is," Wyna said, "then it's important, and then getting to know it just the way it is is also important. It's important if it is fast or slow, important if it is red or peach-colored, important to know it when it is dancing and when it is singing and when it is crying and when it is sleeping. Important to know it in all its doings."

"And what do you do with it once you know it?" he asked, exasperated but interested.

"Why you just like it and let it be."

The counsellor stared at her for a moment and then he threw up his hands. "Well, Wyna, it that's what's important, I don't know how you're going to make a living."

And of course Wyna didn't either. And neither do I.

*Laren M. Fite*

# PACIFIC OAKS: AN EDUCATIONAL CENTER

Pacific Oaks, located on two campuses in Pasadena, California, is a unique educational institution which offers upper division and graduate level college programs in human development, four teaching credentials, and a variety of children's programs. Our strongest single commitment is to provide individual learners, whether child or adult, with personal attention in a learning atmosphere free of physical or psychological restraints. Students, parents, and staff have unusual opportunities to increase their understanding of the meaning of "responsible community living," from its beginnings in the family to its ultimate application in the world community. These values provide each member of the community with an opportunity to learn and contribute in a place where one belongs and is accepted.

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. Evangeline Burgess was the first Director of the Children's School. Under her leadership word quickly spread that there was a place in Pasadena where children were treated differently. Children were listened to seriously, and given many messages that "you are important," "your ideas are important," "I'm paying attention to you." As more and more people came to be part of this educational experience, nursery school seminars and workshops were given which led to the award of a nursery school certificate. The teacher-education aspect of Pacific Oaks thus grew out of the Children's School.

Further expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are in Human Development rather than Education because the faculty believes that a teacher must know the whole life continuum to understand him/her self, him/her family, and the children he/she works with. Today, these programs have grown to include not only educators but persons working in other helping professions, including counseling, nursing, occupational therapy, police and probation work, and related fields. While the early childhood emphasis remains strong, many students now have working with adults as their primary focus.

The Children's School, too, has continued to grow: downward to include an Infant-Toddler program, upward to include a Primary program, and, more recently, the Burgess Day Care program was started.

In addition, Pacific Oaks considers research an integral part of its structure. In the last several years, Pacific Oaks has become distinguished as a national information center in the fields of day care and the effects of learning environments on young children. Research projects

in these and other related areas are conducted at Pacific Oaks by faculty members, students, and professionals from other institutions. Along these lines, Pacific Oaks is cooperating with Merrill-Palmer Institute in Detroit and Bank Street College in New York City through the National Consortium for Children and Families, sponsored by a grant from the Ford Foundation, in preparing joint proposals on issues affecting children and families throughout the nation.

## Children's Programs

Our Children's Programs are best known for their emphasis on self-esteem, choice, and learning environments. Erikson and Piaget are the theorists who most contribute to the developmental approach. By manipulating environments, not children, the staff facilitates the development of each child individually as he/she interacts with materials and persons of all ages. The child is given time and space to test out his/her ideas about the world. Affective and cognitive growth are meshed with the development of one's sense of "self" and "other".

At present the Children's Programs have about 230 children and 8 Head Teachers. Cultural, ethnic, and socio-economic differences are represented in all programs: morning, afternoon, and all-day. In any one semester there may be between 60 and 80 college students taking a practicum in the Children's School. Some of these students are Teaching Fellows who assist a Head Teacher for the whole year. Parents may also be helping in the yards as a part of their tuition exchange agreement.

**INFANT-TODDLER:** This program is designed to serve infants and their parents or care givers. It is unique because of its outdoor environment for children prior to age 2. As children experience the exciting physical and social world, a seminar, serving as an informational forum and support group, is conducted for the adults. New knowledge about infants seems to be generated by this interested staff/parent cooperative effort.

**2/3 YEAR OLDS:** This group serves as a transitional period from the infant-toddler stage to preschool. Young children's socialization and language acquisition are special areas of interest in this program.

**PRESCHOOL:** The preschool programs reflect the best of traditional early childhood nursery education. A child's self-image and socialization skills are developed through dramatic play, problem-solving, and exploration of open-ended materials. Group projects are developed as well as individual interests. A love of literature is fostered through many opportunities to listen to stories in the classroom and children's library.

**TRANSITIONAL KINDERGARTEN:** This program is designed for those who wish preschool at Pacific Oaks and one year beyond. It includes an extra half hour for the Kindergartners.. Use of manipulatives and language



experience are part of the foundations of the academic program. The child of this age experiences the physical and social world with more and more complexity.

**PRIMARY:** Continuing the emphasis on self-esteem, choice, and the use of the environment, this program incorporates formal academics into the child's experience. Key words and language experience lead into reading "others'" words. Mathematics is related to the real world and computation is introduced gradually in a non-stressful, non-competitive environment. The child's interests are developed over purposeful days. Each child uses exposure to a rich environment for his own growth appropriately. Development of the group's social consciousness is emphasized.

**BURGESS DAY CARE CENTER:** An all-day educational experience is provided for children from 2½ to 5 from 7:30 a.m. to 6:00 p.m. Taking the task of raising children seriously in cooperation with the parents, is a professional commitment. Planning for the child's entire day calls for open times, closed times, structured and unstructured periods. Informally housed in a former home, the program makes every attempt to individualize the days for each child in a nurturing supportive environment. In addition, surround care is offered for children from 5 to 9.

**ADMISSIONS:** Children are admitted to the school by an Admissions Committee made up of faculty, staff, and parents, which considers diversity of all kinds in achieving a balance in each group. Additional information about the programs and admissions procedures may be obtained by writing:

Children's Programs  
Pacific Oaks  
5 Westmoreland Place  
Pasadena, CA 91103

## The College

College courses emphasize the process of education as much as its content. Three basic concepts have set the tone for the development of the school's educational philosophy. They are: 1) that growth is a dynamic and life-long 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/she contributes to the lives of all those with whom he/she comes in contact.

At present the College has about 350 students, 28 full-time faculty, and 12 part-time faculty. The academic year includes 2 semesters, Fall and Spring, and a 6-week summer session. Some students are enrolled in "bookend" programs which enable them to complete degree or credential requirements primarily in summer sessions. Pacific Oaks College is accredited by the Western Association of Schools and Colleges.

**B.A. IN HUMAN DEVELOPMENT:** Pacific Oaks offers only upper division courses. Transfer requirements for admission to the B.A. degree program at the junior level include completion of not less than 60 transferable college semester units with at least a "C" average. These lower division units need to be in four basic areas as follows:

- Oral & Written Expression - a minimum of 9 semester units to include English Composition
- Natural Science & Math - a minimum of 9 semester units to include a course in science -- biology preferred.
- Social Sciences - a minimum of 9 semester units to include general psychology and either general sociology or cultural anthropology
- Humanities - a minimum of 9 semester units

Courses generally not acceptable for transfer:

business courses	orientation courses
library courses	remedial courses
occupational courses	sectarian religion courses

70 units is the maximum number of units accepted from a junior or two year community college except by special arrangement with the Registrar or the Director of Admissions. No more than 94 semester units may be accepted for transfer from any college or university, as a minimum of 30 units must be taken at Pacific Oaks. A student is required to complete a total of 124 semester units to receive a B.A. degree including at least 30 human development units for the major. Transcript evaluations are available for a fee of \$10 which is applicable toward the \$25 admission application fee. Official transcripts should be sent from all colleges attended to the Registrar at Pacific Oaks.

**M.A. IN HUMAN DEVELOPMENT:** Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, communication skills, ecological analysis, and research. Ways of demonstrating competence are a matter of ongoing dialogue among faculty and students. A master's project which is an original contribution to knowledge and understanding, based on field experience rather than solely on reading, is expected of each candidate. Optional specialization within the M.A. degree can focus on one of 5 curriculum areas: Administration, College Teaching, Early Childhood Education, Marriage Family and Child Counseling, or Parent/CommunityWork.

**CREDENTIALS:** Pacific Oaks offers;

1. The Multiple Subject Teaching Credential (under the Ryan Act). This authorizes teaching in self-contained classrooms, Kindergarten through 12th grade (also preschool). A student may enroll in the basic credential program as a B.A. or M.A. student or as a Fifth Year post-baccalaureate student.
2. The Early Childhood Specialist Instruction Credential qualifies teachers and supervisors in early childhood programs in the public schools. A

basic teaching credential and two years of teaching experience are prerequisite.

3. The Special Education Credentials:

a) Learning Handicapped Specialization and/or  
b) Severely Handicapped Specialization  
qualify teachers and supervisors of children with special needs in public schools and other publicly funded schools. A basic teaching credential, which is also required, may be earned concurrently.

THE M.A. ABLE PROGRAM (Admission By Life/Work Experience). This program is designed for professionals in fields related to human development who have been working for at least five years, who have achieved a level of professional competence which would enable them to work at the graduate level, and have completed 60 or more lower division units even though they have not completed the B.A. This program requires at least two, and often three semesters and/or summer sessions at Pacific Oaks.

THE LITTLE SCHOOL OF SEATTLE: A graduate program leading to the California Multiple Subject Teaching Credential is offered for Pacific Oaks Credit at The Little School of Seattle, 8212 116th N.E., Bellevue, Washington 98004. The Little School offers open-structure educational programs for children from 3 to 13. Work completed in this program may also be given partial credit toward the M.A. degree in human development.

COOPERATIVE DOCTORAL PROGRAM with the Fielding Institute in Santa Barbara, California started in February 1977. This program leads to either the Ph.D or the Doctor of Arts degree in human development. The program is highly individualized requiring much independent work. While it is in large part an external degree program, students are expected to spend two summer sessions or one regular semester at Pacific Oaks and to attend the Fielding seminars at the end of each summer. Space in this program is limited, and the application process is a lengthy one. Send letters of inquiry to:

Dr. Renata Tesch  
The Fielding Institute  
226 E. De La Guerra  
Santa Barbara, CA 93101  
and/or

Jerry Ferguson  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103

SPECIAL STUDENTS are people enrolled in classes at Pacific Oaks who have not been admitted to one of the degree or credential programs. No application processes or transcripts of previous college work are necessary. (Exception: when a special student wishes to take a practicum, completion of an application and payment of a \$25 fee is required.) Special students are welcome to register for any course listed in the current bulletin for which they meet the stated prerequisites. (Exception: HD292 Independent Study.) Enrollment as a special student is not a guarantee of admission to Pacific Oaks. However, units taken as a special student may be applied to a degree or credential program once one is admitted.

ADMISSIONS: General admission requirements are personal and professional experience, academic ability, and clarity of goals. Applicants will be selected who show potential for growth through engagement with the Pacific Oaks curriculum, philosophy, style of education, and approach to interpersonal behavior. A diverse student group is sought to facilitate students' learning from each other as well as from the curriculum.

Applicants must submit an application form, an autobiography of approximately 500 words, a health report, a \$25 non-refundable fee, and have official transcripts mailed from all colleges previously attended. Tests are not required as part of the admission process. (Exception: foreign students must take the Test of English as a Foreign Language - TOEFL)

Admission deadlines: March 1 for Summer or Fall  
June 15 for Fall  
November 1 for Spring

Admission decisions are made during the month following the deadline date and after all admission materials are completed. Notification of admission status will be mailed about a month and a half after the admission deadline date.

FINANCIAL AID: Pacific Oaks awards financial aid in accordance with a nationally established policy based on the belief that the student and his/her family are the primary and responsible source for funds to meet educational costs, and that financial aid is available to fill the gap between potential resources and expenses. Pacific Oaks participates in all applicable Federal financial aid programs and awards limited amounts of privately donated funds. An application, separate from the admission application, is required of all students seeking financial aid.

Applications for admission and financial aid may be obtained from: Student Services  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103

THE ANDREW NORMAN LIBRARY has a highly selective college collection in early childhood, psychology, education, day care, and family studies. The collection is growing in the areas of ethnic and women's studies, adolescence and aging, special education, and counseling. There is also a children's collection.

THE BOOKSTORE: The College operates a bookstore which is located on the Westmoreland campus. It offers a fine selection of books on human development, early childhood and elementary education, and some children's books.

PACIFIC OAKS PUBLICATIONS, available through the bookstore, include titles in teaching-learning environments, naturalistic observation of behavior, day care, open-classroom teaching, and human development. A publications list is available on request.

# CALENDAR – SUMMER 1978

Sunday, June 4	-Graduation
Wednesday, June 14	-Registration 8:30 a.m. to 1:00 p.m.
Thursday, June 15	-Registration 1:00-5:30 p.m. -Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m.
Friday, June 16	-Registration 8:30 a.m. to 1:00 p.m. -Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m. -ECSIC Orientation 6:00 p.m.
Monday, June 19 (New Policy)	-Summer Session begins -Children's School Summer Session begins -Late Registration 9:00 a.m. to 12 noon <u>and</u> 1:00 p.m. to 4:30 p.m. (for exceptions, see Registrar)
Friday, June 30	-Student-Teacher Orientation
Monday, July 3	-Directed Teaching in Los Angeles begins
Tuesday, July 4	-Legal Holiday OFFICES AND SCHOOL CLOSED
Friday, July 28	-Summer Session ends -Children's School Summer Session ends -Student Evaluations due -LAST DAY TO PREREGISTER FOR FALL, 1978
Friday, August 11	-Directed Teaching in Los Angeles ends

## Advising:

Advisors are available by appointment and during their individual office hours. Academic advisors for Summer Session are:

Bunny Rabirowf	-B.A. Program and some M.A. students
Betty Jones	-M.A. Program
Carroll Borland-Parten	-ECSIC Core (Bookend)
Judy Meyer	-Parent/Community Core
Joy Redfield	-ADMINS Core
Mio Polifroni	-B.A./Credential, M.A./ Credential, Fifth Year Credential, Post Bac- calaureate Credential, Special Education Cred.

## REGISTRATION, ETC.

Program planning is possible for Summer Session starting May 15. Program Planning allows you to meet with your advisor and decide what classes you need to take for Summer Session. Program Planning is MANDATORY for B.A. and Credential students, as these students must obtain the signature of an advisor before registering. Program Planning is not the same as preregistration. During registration for the Summer Session, classes will be handled on a first-come-first-served basis.

### T.B. Test Requirement for Registration:

Results of a T.B. test taken since July, 1977 must be on file in the Student Services Office in order to register. Please have the test results mailed to that office before registration or bring them with you when you come to register. The nearest T.B. testing facility in Pasadena is the Pasadena T.B. Association, 111 North Hudson (corner of Hudson and Union). Phone number: 793-4148. Donation \$4.00.

### Dates and Hours of Registration: (#6 Westmoreland campus)

Wednesday, June 14	8:30 a.m. to 1:00 p.m.
Thursday, June 15	1:00 p.m. to 5:30 p.m.
Friday, June 16	8:30 a.m. to 1:00 p.m.

### Late Registration:

Late registration is possible with the written consent of the instructor and the student's program advisor, starting Monday, June 19, THE FIRST DAY OF CLASSES. The fee for late registration is \$10.

### Program Changes:

Classes may be added until Friday, June 23rd (with the consent of the instructor). Classes may be dropped at any time throughout the session. Please refer to the Tuition Refund Schedule.

Before classes begin and during the first week of classes, there will be NO change of program fee for adding and dropping classes. After Friday of the first week of classes, June 23, there will be a \$3.00 fee for each course added or dropped.

### Tuition and Fees:

\$100 per unit - Undergraduate and graduate credit  
\$5.00 - Student Activity Fee (required of all students)  
\$50.00 - Workshop Fee

All tuition and fees related to registration are payable at the time of registration. With completion of an "Arrangement for Payment of Tuition" contract, it is possible to pay a minimum of one-half of the tuition at the time of registration and the remaining one-half on or before Monday, July 10. This contract does not apply to any fees, which are payable in full at the time of registration. There is a finance charge of  $1\frac{1}{2}\%$  per month (starting from the day of registration) on the unpaid balance.

It will be possible to pay for tuition and fees with Visa or Master Charge.

### Summer Tuition Refund Schedule:

First week of classes (6-19 to 6-23)	100%
Second week of classes (6-26 to 6-30)	50%
After second week of classes	none

FEES ARE NOT REFUNDABLE

### Evaluations:

Pacific Oaks no longer issues grades as a means of evaluation. Summer Session evaluations will be by written statement.

### Transcript Fee:

\$2.00 per transcript. All requests must be in writing. Allow 5 days for processing.

### Student Directory Information:

Student directory information is compiled by Student Services and is released only to students, staff, and faculty at Pacific Oaks.

### Returned Check Policy:

There will be a \$10 charge for each check returned to Pacific Oaks. (Example: insufficient funds)

WE RESERVE THE RIGHT TO MAKE CHANGES IN THIS BULLETIN WITHOUT NOTICE.



# SUMMER PRACTICA

## HD 102 Practicum/Seminar: Day Care

Yolanda Torres 6 units

The complexities of a day care program are addressed by the staff of Burgess House by means of practicum which provides practical day care experience with children ages 2 to 5 and/or extended day children ages 5 to 9. This experience not only covers the daily program for the children but also allows the student to participate in the administration aspects of running a day care center. Developmental theories will be discussed in relation to individual children and group dynamics as well as the importance of environment, parental input, community resources, and-teaching styles in meeting the overall goals of the day care center and the individual needs of each child.

CONSENT OF THE INSTRUCTOR NECESSARY FOR REGISTRATION. See Yolanda Torres in Burgess House on or before June 19 if you wish to register.

Hours by arrangement  
Staff Meeting: 1:00-2:00 p.m. W (Also see Fall and Spring)

## HD 107/207 Practicum/Seminar: Open Classroom

Gwen Brown, Carole Herman, 6 units  
Charlie Rice, Joyce Robinson,  
Bill Sparks, and Ellen Varon

Through intense experience with a wide age range of children (3 to 9 years), the student is exposed to several developmental levels. Activities and action on materials are analyzed. Individual differences are discussed as affective and cognitive growth are interwoven. Team teaching, parent education, environments, group dynamics, and record keeping are additional aspects of the program. Incorporating cultural differences, life style variations, and learning style differences into programs is constantly being explored. A daily review of the practicum experience including finding out about one's self in the open classroom takes place in a seminar with head teachers and students during which practical application of theoretical positions is emphasized.

Prerequisite: Previous work with children in a school setting or by arrangement.

Enrollment limit: 25

Summer Orientation: June 15th and 16th  
9:00 a.m. to 3:00 p.m.  
Practicum: 8:30 a.m. to 12:30 p.m. daily  
Staff Seminar: 12:30-2:30 p.m. daily

## HD 180/280A Practicum/Seminar: Therapeutic Nursery School

Julia Ann Singer Preschool 1-2 units

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of special application procedure (\$25), and consent of instructor. Concurrent enrollment in HD289 is required.

Practicum in therapeutic nursery school offering short term diagnostic placements, special education program development, parent counseling, and follow-up with community nursery schools.

Location: Julian Ann Singer Preschool Psychiatric Center  
8730 Alden Drive, Los Angeles 90044

Practicum: AM Nursery School, Gin Maass, 8:30 a.m. to 2:30 p.m., 3 days  
PM Nursery School, JoAnn Scrivner, 12:45-4:30 p.m., 3 days

Staff Meeting: To be arranged

## HD 182/282 Practicum/Seminar: Program & Environments for Infants & Toddlers

Molly Noxon 4-5 units

An inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infant-toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of early child development and analysis, program administration, research, or projects of individual interest. The seminar provides a medium through which people focusing on this stage of development may discuss and exchange ideas and form a mutual support system.

Prerequisite: Previous practicum experience

Summer Orientation: June 15th and 16th  
9:00 a.m. to 3:00 p.m.  
Practicum: 9:00 a.m. to 12:30 p.m., four mornings, Monday through Thursday  
Staff Seminar: 1:30-4:30 p.m. W (Also see Fall and Spring)

*NOTE: On-campus practicum placements will be handled by the Children's Program office on a first-come-first-served basis. Public school student teaching placements have been made by Mio Polifroni. Special students wishing to register for a practicum at Pacific Oaks will need to complete a special application process which includes a \$25 fee. Please contact Student Services for further information.*

**HD 205A Advanced Fieldwork/Seminar: Administration****HD 205C Advanced Fieldwork/Seminar: Development of Further Classroom Skills for ECSIC**

Carroll Borland-Parten 6 units

Students in either advanced classroom or administration fieldwork are expected to meet regularly with the coordinator and peers. This is a resource group, and is of value to those whose experience is taking place off campus. There will be guest speakers, both administrators and teachers, professionals from related fields and constituency representatives. This seminar is the cohesive factor of the field placement. Only those students who are doing practica on campus and are attending staff seminars of those practica are excused, but it is strongly urged that they attend if possible.

Prerequisite: Admission to the ECSIC Program

Classroom: Fieldwork by arrangement. Designed to hone teaching skills in applying the student's expertise in various fields. May be at elementary, preschool or adult education level.

Administration: Fieldwork by arrangement, in which the student will assist an administrator in an appropriate setting.

Summer: Seminar for both field placements  
5:00-10:00 p.m. T

Fall and Spring: Seminar for both field placements  
7:30-10:00 p.m. M FIRST  
MEETING TO BE ANNOUNCED

**HD 209 Graduate Specialized Practicum**

Staff 3-6 units

A teacher may serve as facilitator to an M.A. student who has specialized interest in children. For instance if a M.A. student is especially interested in working with parents she may negotiate with a teacher to focus on that area via developing parent programs for a yard, etc. Similarly, contracts to emphasize administration, curriculum research, etc., may be developed.

Units and time assigned to yard to be determined by those involved.

**Ed 152P,U Practicum/Seminar: Directed Teaching in Public Elementary School**Mio Polifroni, Nancy Davenport, 4 units  
and Polly McVickar

Supervised participation in a public elementary school by arrangement with the Coordinator of Basic Credential Program. Weekly student teacher seminar with Pacific Oaks supervisors.

Prerequisites: Admission to a Credential Program, completion of Ed131, and previous or concurrent enrollment in Ed143-I or Ed143-II.

Student Teaching Fee: \$10 per unit in addition to tuition.

Practicum: 7:45 a.m. to 12:30 p.m. daily (Also see  
Seminar: To be arranged with supervisors Fall & Spring

**SUMMER COURSES****HD 112/212 Children Under Stress**

Bunny Rabirotff and Mae Varon 3 units

Robert Coles just completed his final volume of Children of Crisis. His dedication reads: "To America's children, rich and well-off as well as poor, in the hope that some day, one day soon, all boys and girls everywhere in the world will have a decent chance to survive, grow and affirm themselves as human beings." We share his aspirations for children. This course will involve students in some of the major issues that stand in the way of children experiencing life fully. Poverty, illness, the effects of a world often in turmoil all have bearing on a child's experience of life. We will also explore the ways in which children and their families cope and adjust with weakness and with strength. There will be considerable reading required and opportunities for fieldwork.

Summer: 5:00-10:00 p.m. Th  
Fall: 7:30-10:00 p.m. Th (Bunny Rabirotff)

**HD 123/223 Teaching for Peace**

Bunny Rabirotff 3 units

"To be born to create, to love to win at games is to be born to live in a time of peace. But war teaches us to lose everything and become what we are not." Exploration of the philosophical issues and implications of peace education in 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.

Enrollment limit: 20

Summer: 5:00-10:00 p.m. T

### **HD 137/237 Human Sexuality**

Beth Paulin 3 units

Using films, lectures, "raps", and seminars the class will obtain factual knowledge about human sexuality both normal and variant, explore sexual myths, sexual mores, alternate life styles, and current sex research and therapy. Attendance required.

Enrollment limit: 25

Summer: 5:00-10:00 p.m. Th

Spring: 7:00-10:00 p.m. W (Mary Dreyer)

### **HD 143 Growing Up Female**

Mary Dreyer and Jane Murphy 3 units

Women in relation to their bodies: female sexuality, our bodies, ourselves. Women in relation to their psyches; the yin and the yang; opening doors to our creativity, taking steps in our own behalf. The now and future woman; learning to be me. A centered woman. A whole person. Seminar, films, and raps.

Enrollment limit: 30

Summer: 5:00-10:00 p.m. W

### **HD 155 Relaxation Techniques**

Nancy Davenport 1 unit

The body will do what it's told if you know how to tell it. Biofeedback is a process by which you learn HOW to tell it, how to send messages to different systems in your body such as blood pressure or body temperature. This course focuses particularly on relaxation of the body, learning awareness of and control of muscle tension.

Enrollment limit: 12 BY CONSENT OF INSTRUCTOR

Times by arrangement

### **HD 198 Assessment of Experience**

Cindy Leva and Bev Noble 3 units

This program is designed for mature students with professional experience in a human development

related field who are applying for special admission to the Pacific Oaks M.A. program. The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: Consent of instructors

Summer: 5:00-10:00 p.m. Th

Fall and Spring: 7:30-10:00 p.m. Th

### **HD 200 Human Development: The Early Years**

Molly Noxon 3 units

An interdisciplinary exploration of human development from conception through early adolescence.

Summer: 4:00-9:00 M (Also, see Fall and Spring)

### **HD 218-I Introduction to Piagetian Theory**

Mary Favvre 3 units

Cognitive developmental theory according to Piaget, with emphasis on implications for early childhood education. Course will focus on a basic understanding of Piagetian theory and how, or if, it can be put into practice in the classroom. Readings will include some primary source material, as well as interpretations of Piaget's works. Study of social cognition as related to Piaget may also be included.

Summer: 3:00-6:00 p.m. M and W (Also, see Fall)

### **HD 219 Erikson, Skinner, and Piaget**

Carroll Borland-Parten 3 units

An overview of behavior and learning from the perspective of three major theorists examining characteristic patterns of social and emotional growth, sensory and perceptual development and respondent and operant behavior. Required reading and an in-depth project will be included.

Enrollment limit: 25

Summer: 5:00-10:00 p.m. W

Spring: 7:30-10:00 p.m. T

### **HD 230 Roots: Every Child Has**

Joy Hope Redfield 3 units

An exploration of your own roots through reading and interviews with people about uniquenesses, likenesses, and differences. One Workshop for sharing you. Independent reading/interview/field trips, family-tree data collecting with a multi-cultural

focus. Discussion of explorations.

Enrollment limit: 20

Summer: 1:00-6:00 p.m. on the first two Tuesdays and the least two Tuesdays of the Summer Session

### HD 251 Shadow Studies

Joy Hope Redfield 2-6 units

For any student interested in a field experience with a person or group, and in learning beginning application of participant-observer research tools to record such an experience. For students interested in administration and supervision, community organization, self-work resources, group or school setting as a culture, and re-defining thought, play, motion, and dance in human development.

Summer: Orientation meeting 11:00 a.m. T. Other times by arrangement with instructor.

Fall: Orientation meeting 11:00 a.m. T. Other times by arrangement with instructor.

Spring: Orientation meeting 11:00 a.m. M. Other times by arrangement with instructor.

### HD 254 Organizational Behavior

Richard Kenyon 3 units

The sociological and psychological aspects of organization and management. A study of bureaucratic leadership, interaction of individual and organization, and dynamics of the small group. Teaching methods will be lecture, case, and seminar. The course is relevant study for those interested in educational administration, human relations, and management.

Summer: 6:30-9:30 p.m. T and Th

### HD 257 Seminar in Parent/Community Work

Judy Meyer 3 units

The competences necessary for working with parents in school, community and child care settings will be explored. Ways of acquiring these competences will be examined and evaluated. The position that parents and schools can and must work together in a "partnership" relationship to provide good schools for children will be analyzed in perspective of social realities and goals. Issues that arise in providing parent education and initiating parent involvement programs will be a focus. Participant observations may be arranged.

Enrollment limit: 20

Summer: 4:00-9:00 p.m. M

### HD 259 ADMINIS Seminar

Joy Hope Redfield 3 units

This seminar is designed to develop competences necessary in administration of early childhood, child development, day care, and human development programs. Study of administrative theories, philosophies of administration, psychology of administration, psychology of shaping environments, models of administration, history of administration and communication in administration; a point of view about the role of authority in thought and creativity; nuts and bolts of administration, e.g., budget, grants, fieldwork, shadow studies, interview tools, and observation tools.

Prerequisites: Graduate standing, undergraduate study in child development, some teaching experience with young children. Admission to ADMINIS program.

Enrollment limit: 20

Summer: 4:00-9:00 p.m. M

### HD 260 Testing, Measurement, and Research

Tom David (formerly HD237) 3 units

A humanistic perspective on three areas within educational assessment, each with an emphasis on early childhood education:

- basic principles of testing, including a critical examination of standardized testing from a consumer viewpoint,
- informal methods of assessing children's progress in the classroom,
- an introduction to the basics of evaluation research.

Students will be expected to apply ideas discussed in the course to an assessment problem of their own choosing for a class project.

Enrollment limit: 25

Summer: 4:00-9:00 p.m. M

Fall: 4:30-7:00 p.m. M (Elizabeth Prescott)

### HD 271 Culture and Cognition

Carol Phillips 3 units

What is the influence of culture on cognition? The course will make a survey of the schools of thought regarding the various ways in which thinking and learning differ due to the influence of culture. Focus will be on a clarification of the issues, an examination of the traditional research methods used to gain insight into the issues, and a critical look at research done cross-culturally as well as among various ethnic groups within the U.S.

Enrollment limit: 20

Summer: 2:30-5:00 p.m. T and Th

Fall: 1:30-4:00 p.m. W



## **HD 289 Learning in the Young Child**

Ann Milano and Sue Schuster 2 units

Develop ability to plan prescriptive teaching programs for a specific child to be carried out in a classroom setting. One or two of the following areas of development will be discussed: motor, perceptual-motor, visual and auditory percepto-cognition and language. Includes exposure to behavior modification techniques and sequential learning and teaching to strengths as well as remediation of weaknesses. Practicum experience available only to students in full-time program at Julia Ann Singer.

Location: Julia Ann Singer Preschool Psychiatric Center  
8730 Alden Drive, Los Angeles 90049

Summer, Fall, and Spring: 11:15 a.m. to 12:15 p.m.  
Tues. plus additional supervision hour

## **HD 292 Independent Study**

2-6 units

Independent study requires that a student design a project and find a faculty advisor. Registration may take place at any time. An independent study contract must be presented at the time of registration. The contract may be from 1-6 months

## **HD 299 Master's Project**

3-6 units

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place at any time. An approved advancement to candidacy form must be presented at the time of registration.

## **Ed 143-I Seminar in Elementary Curriculum: Reading Including Phonics, Social Studies/Multi-Culture**

Nancy Davenport 3 units

Developmental theory is applied to curriculum areas so that one learns how to fit the curriculum to the child. The growth of conceptual understandings which are necessary for reading is emphasized. Activity learning is discussed as it contributes to conceptual growth. Curriculum areas of reading, social studies and multi-cultural/ethnic topics are individually studied and integrated.

Prerequisites: Ed143-I to be taken prior to student teaching; Ed143-II to be taken concurrently with student teaching.

Summer: 6:30-9:30 p.m. M and W  
Fall and Spring: 4:30-7:00 p.m. W (Staff)

## **Ed 156/256 Parent-Teacher-Community Interaction**

Judy Meyer 3 units

The class will analyze the interaction of teachers and parents in school settings, with a focus on the community pressures, cultural influences, and role definitions that influence this interaction. The inherent advantages and disadvantages of parent involvement in classrooms and schools will be examined. The class will look at the interpersonal dynamics that effect parent-teacher relationships. The teacher's attitudes, values and perceptions of families and communities of varying socio-economic and ethnic backgrounds will be considered. Community resources for parents will be researched. Health, values and drugs will be discussed as required for the California Teaching Credential.

Prerequisite: Previous or concurrent experience in working with parents or consent of instructor.

Summer: 6:30-9:30 p.m. T and Th  
Spring: 4:30-7:00 p.m. M (Judy Meyer)

## **Ed 259 Seminar in College Teaching**

Betty Jones 3 units

Identification of competences important in teaching at the college level and ways of achieving them. Exploration of content in human development and early childhood education, the teaching-learning process, and the college as a socio-cultural system.

Prerequisite: Graduate standing

Enrollment limit: 25

Summer: 4:00-9:00 p.m. M

## **Ed 292 Independent Study**

For description, see HD292

## **Sc 103 The Living World**

Gilbert and Betty Jones 2 units

Basic biology: the interrelationship of living things, the web of life, ecology, field biology, plant and animal identification. Environmental education and camping. Science and nature

experiences for Children; resources for teachers.  
Course equivalents: general biology, science for children, and advanced seminar/workshop in science.

**Section B: Mountains**

Orientation: Wednesday, May 31, 7:00-10:00 p.m.

Field Trip: Wednesday, June 7 thru Sunday, June 11

**Hu 292 Independent Study: Movement/Dance**

Joy Hope Redfield 1-2 units

Direct exploration in movement and dance for students becoming teachers. By individual arrangement, on California campus, in conjunction with Children's Programs. Experiences in body plays, sound-moving, and spatiality.

Summer: Times by arrangement on Mondays.

**Program C: Teaching, Learning, & Growth in Adulthood**

Joy Hope Redfield and Judy Meyer 3-6 units

Intensive open classroom experience for adults. Analysis of various educational environments including the seminar itself as a laboratory in teaching and learning and in group process. Reading and discussion of concepts and issues in the interdisciplinary field of human development, considering the human life cycle from adolescence to old age. Experiences in arts and leadership and their implications for appropriate humanistic social change.

Course Equivalents: HD201 Human Development:  
The Later Years  
HD251 Teaching/Learning  
Process  
HD206 Group Processes

Enrollment limit: 25

Summer: 10:00 a.m. to 3:00 p.m. W (Also see Fall)

**Program L: Imagination in the Classroom**

Polly McVickar 3-6 units

This study is designed to provide experience with open-ended "starting points" for developing an imaginative curriculum in the elementary classroom. Recognition of the innate creative drive at all ages, significance of encouraging imaginative exploration and discovery during the school program. Imaginative directions in all areas: art, poetry, language, books, music rhythm, science. Acquaintance with the humanities through knowing the work of artists, writers, musicians as part of curriculum. Discussion of basic issues today: conformity, non-conformity, limits, values, importance of choices.

Course Equivalents: Ed253 Advanced Seminar/Workshop in Environmental & Curricular Development  
Sc144 Science for Children  
Hu142 Art for Children  
Hu143 Music and Movement for Children  
La141 Language and Literature for Children

\$50.00 workshop fee

Summer: 9:00 a.m. to 5:00 p.m. (Also, see Fall & Spring: 5 Saturdays in Malibu; begins June 24)

**Program W: Women's Studies**

Karen Fite and Louise Derman-Sparks 3-6 units

This integrated study is designed to function as both a mutual support group for the participants and as a content- and research- oriented exploration of women's issues. It is not designed as primarily a consciousness-raising or therapeutic experience. All participants will be expected to develop an individual program of reading, research and writing and to share individual learning with the group. While the final curriculum will be determined by the participants, areas of exploration and discussion will include some of the following: modes of affiliation, choice-making in relationships, power and powerlessness, female sexuality, mother-daughter relationships, political and psychological effects of the women's movement, radical feminism, patriarchal capitalism and women, developing authenticity and creativity in relationships and alone.

Course Equivalents: HD101/201 Human Development:  
The Later Years  
HD101L Study of Individual in  
Social Setting  
HD143 Growing Up Female  
HD144 Choice of Lifestyles

Summer: 3:00-8:00 p.m. Th

Spring: 12:30-5:00 p.m. T (Karen Fite and  
Jerry Ferguson)

**Sp Ed 237 Early Identification and Assessment of the Learning Handicapped**

Staff *Mary Kuehn* 2 units

The class will deal with the following topics in relation to learning handicapped children: causes of learning disabilities, developmental assessment, assessment tools and tests, motivational and/or attitudinal differences, individualized instruction, and the development of instructional programs.

Summer: Time to be announced

*3-10pm Thurs*

## SPECIAL OFFERINGS: SUMMER

*The following courses are offered to supplement our regular offerings. Many of them meet program requirements. These courses may be taken at one of three rates (unless stated otherwise):*

Non-credit participation: 1 unit \$25  
2 units \$35  
3 units \$45

\$55 per unit for unit credit not being applied by registrant to a Pacific Oaks program AND/OR 5th year post baccalaureate credential students

\$100 per unit for unit credits being applied to a Pacific Oaks degree

Registration may take place until one week prior to the first class meeting. Full refunds will be made in the event of class cancellation OR if the course is dropped by the student prior to the first meeting; NO REFUND THEREAFTER.

For further information, contact the Dean of Faculty's office.

### HD-X582 Infants' Needs and Parents' Wants: Can They Be Synchronized?

Magda Gerber 2 units

This course is designed for:

- individuals who are or want to become professionals in infant care education
- parents or future parents who want to facilitate the mutual adaptation of their own infants and themselves
- individuals who work or want to work with older children (nursery school, grade school) and who want to understand the origins of behavior and learning

Course content will consist of analyses of diverse approaches to infant rearing with special emphasis on the Pikler method. Topics will include: capabilities, manipulation, human relationships, and problem solving; infants', parents', and carers' needs; how, what, and when do infants learn; how, what, and when to reach; effects of environments ranging from neglectful to over stimulating. Instruction will include lectures and discussions. Students will visit different environments where infants are reared; discussions and evaluations will follow. Films (including the unique Loczy movies) and other audio-visual materials which are only available through Mrs. Gerber will be shown.

*Course is comprised of 2 Fri. eves and 2 Sat.'s. July 7, 8 and July 14, 15. Fri. 7-10 p.m., Sat. 9:30 a.m. to 4:30 p.m.*

### HD-X676 Creative Life Choices

Valerie Hood and Annabel Wilson 1 unit

For men and women who would like to expand their potentials for personal growth through: strategies for making decisions; effective ways to deal with stress; assertion techniques, appropriate for both personal and professional situations; and opportunities to clarify and re-examine relationships, values, and goals.

*Course is comprised of 1 Fri. eve and 1 Sat., June 23, 24. Fri. 7-10 p.m., Sat. 9:30 a.m. to 4:30 p.m. This course will also be offered in the Spring - see SPECIAL OFFERINGS, FALL & SPRING for dates and times. Non-credit fee: \$35*

### Ed-X607 Audio Visual

Richard Hartman 1 unit

For anyone who wants or needs to know how to operate a variety of audio-visual equipment. Have you ever been in the position of promising a film for class, hoping someone knew how to run the projector--and finding that that someone was you? Learn the fundamentals of overhead, opaque, movie, filmstrip, and slide projectors; experiment with tape recorders synchronized with slide shows; try some videotaping; prepare your own transparencies. Fulfills requirement for audio-visual competency for teaching credential.

*This course is comprised of 2 Sat. sessions: July 15 and 22; 9:00 a.m. to 3:00 p.m.; Media Room, #6 Westmoreland campus. This course will also be offered in the Fall and Spring semesters - see SPECIAL OFFERINGS, FALL & SPRING for dates and times.*

### M/S-X605 Physical Sciences: Facts, Fantasy, Fun 1

Dorothy Baranski 1-2 units

For teachers and parents who want to share a sense of excitement about science with children. Light a candle, watch a nail rust, understand some of the basic concepts in the field traditionally labeled "chemistry": oxidation; temperature and how changes in it affect the state of material (melting, evaporating, fogging, cooling); solutions, mixtures, compounds; atomic weights and structures. Compile a science workbook of examples, illustrations, and experiments. This course is a companion to M/S-X606; however, neither is a prerequisite for the other.

*This course is comprised of 2 Sat. sessions: June 17 and 24; 9:00 a.m. to 3:00 p.m. It will also be offered in the Fall and Spring semesters - see SPECIAL OFFERINGS, FALL & SPRING for dates and times.*

## **M/S-X606 Physical Sciences: Facts, Fantasy, Fun 2**

Dorothy Baranski

1-2 units

For teachers and parents who want to share a sense of excitement about science with children. Watch rolling marbles, pick up nails with a magnet, understand some of the basic concepts in the field traditionally labeled "physics": sound, heat, magnetism, electricity, light (mirrors, reflection, refraction, lenses, magnification). Compile a science workbook of examples, illustrations, and experiments. This course is a companion to M/S X605; however, neither is a prerequisite for the other.

*This course is comprised of 2 Sat. sessions: July 15 and 22; 9:00 a.m. to 3:00 p.m. It will also be offered in the Fall and Spring semesters - see SPECIAL OFFERINGS, FALL & SPRING for dates and times.*



## **M/S-X613 Human Biology**

Melinda Chase Holt

3 units

An interdisciplinary approach to the study of human biology, focusing on the interaction of biological and societal factors. We will share our self-knowledge and expand our interests in: basic human anatomy, nutrition and health, stress and relaxation, sleep and dreams, right/left brain. The course will operate through a self-discovery workshop and discussion format, including ways to use our discoveries in our work with children. For students, teachers, and parents. Satisfies science requirement. Come and explore!

*Course begins June 20 and continues for 5 Tues. eves (exception: July 4) from 5-10 p.m. One additional day by arrangement to make up the holiday.*



## **Hu-X692 Independent Study: Travel**

Timothy Hillebrand

1-4 units

Independent study credit in conjunction with travel. For further information, contact the Dean of Faculty's office.



# FALL AND SPRING: REGISTRATION, ETC.

## Preregistration:

PREREGISTRATION IS REQUIRED FOR ALL ADMITTED STUDENTS. Preregistration is in addition to, not in place of, regular registration (see Fall and Spring calendars for dates and times). To preregister, see your advisor.

Fall: May 15 through July 28  
Spring: December 4 through January 12

## Advising:

Advisors are available by appointment and during their individual office hours. Academic advisors for the Fall and Spring semesters are:

Bunny Rabirotff	-B.A. Program and some M.A. students
Betty Jones	-M.A. Program
Carroll Borland-Parten	-ECSIC Core
Judy Meyer	-Parent/Community Core
Joy Redfield	-ADMINS Core
Mio Polifroni	-B.A./Credential, M.A./Credential, Fifth Year Credential, Post Baccalaureate Credential, Special Education Credential

Special Students will not be able to preregister, but should register during REGISTRATION (see Fall and Spring calendars for dates and times).

## Registration:

Location: Student Services, #6 Westmoreland campus

For dates and times see Fall and Spring calendars.

PLACES FOR PREREGISTRANTS WILL BE HELD THROUGH:

Fall: September 18  
Spring: February 5

## Late Registration:

Late registration will begin:

Fall: September 18; 9-12 noon & 1-4 p.m.

Spring: February 5; 9-12 noon & 1-4 p.m.

The late registration fee is \$10. Any student wishing to register after the second week of classes will need to obtain written permission from the instructors of all desired courses.

## T.B. Test Requirement for Registration:

Results of a CURRENT T.B. test (taken within one year of registration date) must be on file in the Student Services office in order to register.

Please have the test results mailed to that office before registration or bring them with you when you come to register. The nearest T.B. testing facility in Pasadena is the Pasadena T.B. Association, 111 North Hudson (corner of Hudson and Union) Phone number: 793-4148. Donation \$4.00.

## Practicum Placements:

On-campus practicum placements will be handled by the Children's Programs office. Public School student teaching placements have been made by Mio Polifroni. Special students wishing to register for a practicum at Pacific Oaks will need to complete a special application process which includes a \$25 fee. Contact Student Services for information.

## Program Changes:

Before classes begin and during the 1st and 2nd week of classes, there will be NO change of program fee for adding or dropping classes. After Friday of the 2nd week of classes:

Fall: September 29  
Spring: February 16 there will be a \$3.00 fee for each course added or dropped.

When adding a course after the second week of classes, it will be necessary to obtain the written consent of the instructor. Classes may be dropped anytime during the semester. Please refer to the Tuition Refund Schedule.

## Tuition and Fees:

\$105 per unit - Undergraduate and graduate credit  
\$5.00 - Student Activity Fee (required of all students)  
\$50.00 - Workshop Fee

All tuition and fees related to registration are payable at the time of registration. With completion of an "Arrangement for Payment of Tuition" contract, it is possible to pay a minimum of one-half of the tuition at the time of registration and the remaining one-half on or before:

Fall: November 9 This contract does not apply to  
Spring: April 11 any fees which are payable in full at the time of registration.

## Tuition Refund Schedule:

	<u>Fall</u>	<u>Spring</u>	
1st week of classes	(9/18-9/22)	(2/5-2/9)	100%
2nd week of classes	(9/25-9/29)	(2/13-2/16)	80%
3rd to 5th week	(10/2-10/20)	(2/20-3/9)	50%
After 5th week	(after 10/20)	(after 3/9)	none

FEES ARE NOT REFUNDABLE.

## Returned Check Policy:

There will be a \$10 charge for each check returned to Pacific Oaks. (Example: insufficient funds)

### Evaluations:

Pacific Oaks College no longer issues grades as a means of evaluation. Semester evaluations will be by written statement.

### Maintaining Admission:

To maintain admission to a Pacific Oaks degree or credential program a student must:

1. be registered for at least 2 units each semester until graduation OR
2. be granted a leave of absence (one year maximum). Students may not be on leave the semester of graduation.

SPECIAL NOTE: A student must be registered for a minimum of 2 units or pay the Final Semester Registration Fee of \$100. This fee is to be paid during the semester he/she plans to graduate.

### Transcript Fee:

\$2.00 per transcript. All requests must be in writing. Allow 5 days for processing.

### Financial Aid:

Application deadlines for financial aid are Nov. 15 for Spring Semester and March 15 for Summer Session and the following academic year. Basic Educational Opportunity Grants and Federally Insured Student Loans are available throughout the year. See the Financial Aid Officer for further information.

### Student Directory Information:

Student directory information is compiled by Student Services and is released only to students, staff, and faculty at Pacific Oaks.

### Accreditation:

Pacific Oaks is accredited by the Western Association of Schools and Colleges.

WE RESERVE THE RIGHT TO MAKE CHANGES IN THIS BULLETIN WITHOUT NOTICE.

## CALENDAR – FALL 1978 and SPRING 1979

Monday, September 4	-Legal Holiday; SCHOOL AND OFFICES CLOSED
Wednesday, September 6	-Children's Programs Faculty Retreat
Thursday, September 7	-Children's Programs Orientation
Friday, September 8	-Children's Programs Orientation
	-Full Faculty Orientation
Saturday, September 9	-Full Faculty Orientation
Sunday, September 10	-Full Faculty Orientation
Monday, September 11	-Children's School Begins
	-Core Seminars Begin
	-Directed Teaching Pasadena Begins
Tuesday, September 12	✓-FALL REGISTRATION 1:00 p.m. to 5:30 p.m.
	-New Student Orientation 10:30 a.m.
Wednesday, September 13	✓-FALL REGISTRATION 8:30 a.m. to 1:00 p.m.
Thursday, September 14	✓-FALL REGISTRATION 1:00 p.m. to 5:30 p.m.
Friday, September 15	✓-FALL REGISTRATION 8:30 a.m. to 1:00 p.m.
<u>Monday, September 18</u>	-Individual Classes Begin
<hr/>	
NOVEMBER	-LATE REGISTRATION BEGINS
Friday, November 10	-Bookfair
Wednesday, November 15	-Legal Holiday; SCHOOL AND OFFICES CLOSED
Thursday, November 23 thru	-Financial Aid Application Deadline for Spring, 1979
Friday, November 24	-Thanksgiving Holiday; SCHOOL AND OFFICES CLOSED
Monday, December 4 thru	
Friday, January 12	-SPRING PREREGISTRATION

Wednesday, December 20 thru	-Winter Break: NO CLASSES
Tuesday, January 2	-OFFICES CLOSED: Dec. 25, 26 and Jan. 1, 2
Wednesday, January 3	-Classes and Children's School Resume
Friday, January 12	-Individual Classes End
	-LAST DAY TO PREREGISTER FOR SPRING
Monday January 15 thru	-Last Week for Core Seminars
Friday, January 19	
Friday, January 19	-Last Day of Children's School, Fall Semester
	-INDIVIDUAL CLASS EVALUATIONS DUE
	-Directed Teaching Ends, Pasadena
	-Semester Break
Monday, January 22 thru	
Friday, January 26	-Children's Programs Orientation
Thursday, January 25	-Children's Programs Orientation
Friday, January 26	-Children's School Begins
Monday, January 29	-Core Seminars Begin
	-Directed Teaching Pasadena Begins
Tuesday, January 30 . . . . .	✓-SPRING REGISTRATION 8:30 a.m. to 1:00 p.m.
	-New Student Orientation 2:00 p.m.
Wednesday, January 31 . . . . .	✓-SPRING REGISTRATION 1:00 p.m. to 5:30 p.m.
Thursday, February 1 . . . . .	✓-SPRING REGISTRATION 1:00 p.m. to 5:30 p.m.
Friday, February 2	✓-SPRING REGISTRATION 8:30 a.m. to 1:00 p.m.
Monday, February 5	-Individual Classes Begin
	-LATE REGISTRATION BEGINS
Monday, February 12	-Lincoln's Birthday; SCHOOL AND OFFICES CLOSED
Monday, February 19	-Washington's Birthday; SCHOOL AND OFFICES CLOSED
Thursday, March 15	-Financial Aid Application Deadline for Summer and Fall 1979
April	-Burgess Lecture
Monday, April 2 thru	-Spring Break; NO CLASSES
Friday, April 6	
Friday, April 13	-Good Friday; SCHOOL AND OFFICES CLOSED
Friday, May 25	-Individual Classes End
Monday, May 28	-Legal Holiday; SCHOOL AND OFFICES CLOSED
Tuesday, May 29 thru	
Friday, June 1	-Last Week for Core Seminars
Friday, June 1	-INDIVIDUAL CLASS EVALUATIONS DUE
	-Last Day of Children's School, Spring Semester
	-Directed Teaching Ends, Pasadena
Sunday, June 3	-Graduation

# WORKING WITH CHILDREN

*Children's Programs at Pacific Oaks provide an opportunity to learn how to put one's self into teaching through unique practicum experiences in which students actually work intensively with individual children, small and large groups, and create meaningful educational activities and events. Teaching is presented as a human interaction process - a dialectic developed by involvement. The yards are generously staffed, not as classroom models, but to provide each student a rare opportunity to learn about children and their families. Classroom management skills are included as appropriate. Being part of a professional team and developing an awareness of parents' role in schools is integral to the practicum. A hands-on teaching experience, pragmatic meshing of theories into practice and a remarkable opportunity to personally experience a child's thinking and feeling is the professional quality we seek to provide via ample staffing in the yards.*

*Generally, a practicum student receives one unit for each four hours of participation per week. Units may be for graduate or undergraduate credit. Each practicum includes daily staff meetings and a weekly seminar. Attendance at weekly seminars is mandatory, unit credit for seminars is optional.*

Fall Orientation for ALL practicum students is September 7th and 8th, 9:00 a.m. to 3:00 p.m.

Spring Orientation for ALL practicum students is January 25th and 26th, 9:00 a.m. to 3:00 p.m.

## **HD 102 Practicum/Seminar: Day Care**

Yolanda Torres 4 units minimum

The complexities of a day care program are addressed by the staff of Burgess House by means of the practicum which provides practical day care experience with children ages 2 to 5 and/or extended day children ages 5 to 9. This experience not only covers the daily program for the children but also allows the student to participate in the administrative aspects of running a day care center. Developmental theories will be discussed in relation to individual children and group dynamics as well as the importance of environment, parental input, community resources, and teaching styles in meeting the overall goals of the day care center and the individual needs of each child.

Minimum time requirements for the practicum are 3 days a week, 4 hours per day, attendance at staff meetings, seminar and monthly parent meetings. Since Day Care is open from 7:30 a.m. to 6:00 p.m., hours are flexible and can be arranged to suit your and our needs. Additional units to be arranged with instructor. Enrollment in Ed146/246 is

strongly recommended for all students in this practicum.

Fall and Spring:

Staff Meeting: 1:00-2:00 p.m. W

Staff Seminar: 7:30-10:00 p.m. 3rd Th of each month

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.

## **Ed 146/246 Day Care Curriculum**

Yolanda Torres 3 units

Appropriate planning and pacing of programs to meet the daily individual needs of children relative to their age and development. What experiences are necessary for growth in the cognitive, social, emotional, and physical areas and how do we work with the environment, equipment, space, and materials available in Family Day Care Homes and Centers. Basic issues of nutrition, napping, and discipline within the context of parental values will be dealt with. A multicultural approach will be emphasized in this practical "how-to" course.

Fall: 7:30-10:00 p.m. W

## **HD 103/203 Practicum/Seminar: 2 and 3 Year Olds**

Carole Herman 3-6 units

Through an intensive experience with children aged 20-30 months, this practicum offers opportunities to work directly with children, staff, and parents. Developing appropriate curriculum environments, observing and recording tools, parent education programs, and program evaluation are additional aspects of this program.

Fall and Spring:

Practicum: 8:30 a.m. to 12:30 p.m. two to five mornings a week

Staff Meeting: Daily after practicum

Staff Seminar: 12 noon to 2:30 p.m. W

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.



**HD 105 Practicum/Seminar: 3 to 5 Year Olds**

Molly Scudder, Ellen Varon, 3-6 units  
and Mae Varon

An introduction to children, discovery of own teaching style, ability to focus upon individual and group needs as staff develops awareness of the group, beginning to work closely with one or two children, then to be able to plan for small groups. The seminar provides shared experience of planning and evaluating learning.

Fall and Spring:

Practicum: Two to five half-days, by arrangement, of weekly observation and participation in the preschool yards.

Staff Seminar: 4:30-7:00 p.m. M

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.

**HD 107/207 Practicum/Seminar:  
Open Classroom - Primary**

Gwen Brown and Nancy Place 6 units

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development, including planning and implementing the integration of academic skills through emergent curriculum, developing activities and field trips, multicultural curriculum, observing and recording of behavior, writing developmental summaries, record keeping, planning environments, and team teaching. Experience with children with special needs and parent involvement are additional aspects. The practicum also involves participation in daily staff meetings and a weekly seminar. There will be additionally two meetings a month (time to be determined) which facilitate personal growth and shared adult experiences.

Prerequisites: Previous experience student teaching or equivalent recommended. Previous or concurrent enrollment in HD218-1 or equivalent. Concurrent enrollment in a curriculum course is recommended.

Fall and Spring:

Practicum: Two full days plus two short days (20 hours) 8:30 a.m. to 2:30 p.m. and 8:30 a.m. to 1:00 p.m. or by arrangement with teachers.

Staff Seminar: 3:30-6:00 p.m. M

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.

**HD 177/277 Practicum/Seminar: Adolescents**

Winnie Dorn 3-5 units

Teenage Mini-School students will be exploring their self-directed learning in a program focused on human development--understanding self and others. Some will also participate with younger children in Pacific Oaks' Children's Programs. Practicum students may relate informally to adolescent students, teach individuals or small groups in their areas of interest, and supervise their work with children.

Enrollment limit: 15

Hours by arrangement with instructor.

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.

**HD 182/282 Practicum/Seminar: Program and  
Environments for Infants and Toddlers**

Molly Noxon 2-5 units

An inquiry into the needs and characteristics of very young children and their families. The practicum will provide opportunities to work directly with infant-toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of early child development, the parenting process, environmental development and analysis, program administration, research or projects of individual interest. The seminar provides a medium through which people focusing on this stage of development may discuss and exchange ideas and form a mutual support system.

Enrollment limit: 20

Fall and Spring:

Practicum: 9:00 a.m. to 1:00 p.m., two to four mornings per week

Staff Seminar: 1:30-4:30 p.m. W

Fall Orientation: September 7th and 8th  
9:00 a.m. to 3:00 p.m.

Spring Orientation: January 25th and 26th  
9:00 a.m. to 3:00 p.m.

**HD 209 Graduate Specialized Practicum**

Staff 3-6 units

For course description, see SUMMER listing.

## Preschool Core

Bunny Rabirotf, Advisor 3 units

This core is designed for students who intend to make a career of working with preschool children. Content will be responsive to issues of concern which are not being addressed through practice or standard college classes. Possible topics may be: how to get a job, how to get a decent salary, strategies for working in a complex environment which includes parents, colleagues, bosses, and kids. The core will provide an opportunity to look with breadth and depth at theoretical issues, i.e., Erikson's first three stages, behavior in three-year-olds and/or what to do with grapefruit juice nobody likes.

Prerequisite: Students must be currently working with children or be on sabbatical.

Spring: 5:30-8:00 p.m. Th (pot-luck: bring something to share)

### HD 180/280A Practicum/Seminar: Therapeutic Nursery School

1. JULIA ANN SINGER  
Fall and Spring: 3 units

For course description, see SUMMER listing.

2. LOS ANGELES CHILD GUIDANCE CLINIC

Sylvia Wald

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of special application procedure (\$25), and consent of instructor.

Psychodynamic view of children whose life experience and behavior interferes with positive sense of self and freedom to learn. Analysis of the needs of children under stress; emphasis on program that promotes positive climate for growth.

Location: Los Angeles Child Guidance Clinic  
746 W. Adams Blvd.  
Los Angeles 90007  
749-4111

Enrollment limit: 4

Fall and Spring:  
Times by arrangement between 9:00 a.m. and 12:15 p.m. Tues. through Fri.  
Supervision: 12:30-1:00 p.m.

### 3. CHEERFUL HELPERS PRESCHOOL CENTER

Prerequisites: Graduate or equivalent standing, previous practicum or teaching experience, completion of special application procedure, and interview and approval of staff.

An 11 month internship program in therapeutic nursery school. Observation of, assessment of, and participation with developmentally delayed neurotic and severely handicapped children and high risk toddlers in a clinic setting. Training opportunities include: individual and small group supervision; observation of on-going child therapy; observation of family diagnostic interview. Seminars in: family dynamics; techniques; child development.

Contact: June Mayne  
Cedars-Sinai Medical Center  
Cheerful Helpers Preschool Center  
Box 48750  
Los Angeles 90048  
855-4551

Enrollment limit: 6 full-time students  
2 part-time students

### HD 180/280B Practicum/Seminar: Therapeutic Day Treatment Center

#### PASADENA CHILD GUIDANCE CLINIC

Lynne Holcomb and staff 3-5 units

Prerequisites: Graduate standing and approval of Pasadena Child Guidance Clinic staff.

A seminar/practicum in working with preschool and primary aged children with emotional problems and learning disorders. Practicum experiences to include integrating theoretical and experiential data in assessing young children, learning therapeutic techniques, and acquiring skills in teaching learning handicapped children. Practicum includes individual and group supervision.

Location: Pasadena Child Guidance Clinic  
62 Hurlbut Street  
Pasadena 91105  
799-9555

Enrollment limit: 5

Fall and Spring:  
Practicum: 9 hours per week, by arrangement;  
1 hour supervision  
Seminar: To be arranged

**HD 180/280C    Practicum/Seminar: Psychotherapy With  
Elementary School-Age Children**

THALIANS

Hermine Kovacs

4 units

Prerequisites: B.A. degree or equivalent in education, psychology or human development; personal interview.

Diagnosis and treatment of learning disorders in school-age children. The approach is psychodynamic and an emphasis is placed on the role of the family constellation. Two practicum experiences include: individual work with 4 children each week, plus 1½ hours group supervision weekly; 2 days per week in the classroom of Thalians Day Treatment Center Day School for emotionally disturbed children and their families, plus 1½ hours group supervision weekly.

Location: Thalians Community Mental Health Center  
Cedars-Sinai Medical Center  
8730 Alden Drive  
Los Angeles 90048  
855-4564

Fall and Spring;  
Days and times to be arranged with instructor.

**HD 289    Learning in the Young Child**

Ann Milano and Sue Schuster

2 units

For course description and location, see SUMMER listing.

Fall and Spring: 11:15 a.m. to 12:45 p.m. T  
plus 1 hour supervision



## WORKING IN PUBLIC SCHOOLS: BASIC CREDENTIAL PROGRAM

**Ed 131    Observation and Participation in Public Schools**

Mio Polifroni

3 units

Observation in a variety of public school classrooms. Class discussion on public school administration and law. Topics to include: educational alternatives, teaching styles and strategies, performance criteria and lesson plans, evaluation and accountability, and credentialing. Class requirements include: written and oral reports on observation, attendance at weekly seminar, selected readings, and half-day classroom participation assignments.

Prerequisites: Admission to Credential Program or consent of instructor.

Fall and Spring: 4:30-7:00 p.m. T  
Participation sites by arrangement

**Ed 143-I    Seminar in Elementary Curriculum: Reading  
Including Phonics, Social Studies/Multi-Culture**

Staff

3 units

For course description, see SUMMER listing.

Fall and Spring: 4:30-7:00 p.m. W

**Ed 143-II    Workshop in Elementary Curriculum:  
Math, P.E., Psycho-Motor, Health**

 **JON Ahlstrom**

3 units

Developmental theory and experience with practical application of health, P.E. mathematics, psycho-motor activities, and sex education. Exploration of various methods of organization in managing a curriculum program; scheduling, independent and small-group activities, commercial materials commonly used, construction of teacher-made materials, assessment, and record keeping techniques.

Prerequisites: Ed143-II to be taken concurrently with student teaching.

Workshop fee: \$50

Fall and Spring: 4:00-7:00 p.m. Th

**Ed 152K,P,U Practicum/Seminar:  
Directed Teaching in Public School**

Mio Polifroni, Nancy Davenport,  
and Polly McVickar 4-5 units

Ed152K Kindergarten; Ed152P Primary; Ed152U Upper Elementary. Supervised participation in public elementary school by arrangement with the Coordinator of Elementary Credential Programs. Weekly student teacher seminar with Pacific Oaks supervisor.

Prerequisites: Admission to a Credential Program, completion of Ed131, and previous or concurrent enrollment in Ed143-i or Ed143-11.

Student teaching fee: \$10 per unit in addition to tuition.

Fall and Spring: Teaching days by arrangement  
Seminar: Weekly on-site seminar by arrangement with supervisor.

**Ed 240 Current Issues in Education —  
With a Multi-Cultural Focus**

Carol Phillips 3 units

Examination of historical, philosophical, and cultural roots of contemporary education. Current ideas and significant innovations in education in the United States and abroad. Special emphasis on early childhood education. Students will have an opportunity to look in-depth into issues of their choosing.

Enrollment limit: 25

Spring: 7:30-10:00 T



## SPECIAL EDUCATION

*These courses are designed to meet the requirements for the Ryan Special Education Credential for the Learning Handicapped.*

### Special Education Core

Staff 6-9 units

Enrollment in the Special Education Core is required of all admitted Special Education students. The Special Education Credential Program has two parts: the generic component covers competencies in human development, teaching normal children, an introduction to exceptional children, assessment, planning, instruction, environments, and evaluation for exceptional children, public school law, ethics, and administration. The learning handicapped component covers identification, assessment, curriculum and instruction in the cognitive, physio-motor, and affective realms, and work with parents. Core requirements: attendance at weekly seminar, usually concurrent with a practicum or directed teaching and academic work as determined by the student and core advisor.

Prerequisites: Admission to the Special Education Credential Program or consent of the program advisor. Admission open to both undergraduate and graduate students.

Fall and Spring: Time to be announced.

**Sp Ed 243-I Teaching the Learning Handicapped:  
Cognitive Realm**

**Sp Ed 244-I Teaching the Severely Handicapped:  
Cognitive Realm**

Staff 2 units each

Utilization of current research in program implementation. Knowledge of developmental skills prerequisite to successful learning. Identification of potential/actual learning disabilities. Setting of individualized behavioral and instructional objectives. Curriculum development and implementation in teaching academic and career skills. Use of appropriate techniques, media, and materials. Ability to use evaluation measures to report teacher-learning outcomes.

Workshop fee: \$50 (This covers both classes.)

Fall: Time to be announced

**Sp Ed 243-II Teaching the Learning Handicapped:  
Psycho-Motor Realm**

**Sp Ed 244-II Teaching the Severely Handicapped:  
Physiological Motor Realm**

Staff

2 units each

Knowledge and utilization of perceptual-motor and movement planning and implementation. Knowledge of perceptual-motor and movement theory and its application to learning systems for the learning or severely handicapped. Development of motion environment and psycho-motor, creative and self-help skills and materials. Assessing, tracking, and evaluating individual and group progress and program effectiveness.

Spring: Time to be announced.

Prerequisites: General psychology, social or cultural anthropology, sociology, and life science or the consent of the instructor.

Spring: 4:30-7:00 p.m. W

## **HD 200 Human Development: The Early Years**

3 units

Concepts, issues, trends, and review of research in the interdisciplinary field of human development, considering the human life cycle from prenatal through middle childhood. Seminar discussion and individualized study.

Prerequisite: Introductory coursework in human development.

Fall: Marianne Wolman, 4:30-7:00 p.m. W (limit: 20)

Spring: Louise Derman-Sparks, 4:30-7:00 Th (limit: 25)

## **HD 201 Human Development: The Later Years**

Jean Barrett

3 units

Seminar will focus on special problems in human development. 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, life science; HD100 or consent of the instructor.

Spring: 10:00 a.m. to 12:30 p.m. W

## **HD 202 Crises of Maturity**

Judy Meyer

3 units

An examination of the watershed points of the middle and later years. Discussions will cover: new options in partnering; the switch-over place, when children take on the parental role; pressures on the middle aged man; menopause, martyrdom or manumission; patterns of aging; and other topics of interest to the participants. Readings will be in fact and fiction. Fulfills requirement for HD101/201.

Prerequisites: HD100/200 or consent of instructor.

Enrollment limit: 25

Fall: 7:30-10:00 p.m. T

# **THEORETICAL ASPECTS OF HUMAN DEVELOPMENT**

## **HD 100 Human Development: The Early Years**

Carol Phillips

3 units

Introductory course designed to provide a broad understanding of the early years in the human cycle from conception to middle childhood, while emphasizing the major contributions of such theorists as Freud, Erikson, Piaget, and Skinner, within a framework of increased awareness of the implications of humans developing as they study human development.

Prerequisites: General psychology, general sociology or cultural anthropology, life science.

Fall: 9:00-11:30 a.m. W

## **HD 101/201 Human Development: The Later Years**

Carroll Borland-Parten

3 units

An interdisciplinary overview of the life cycle from post-adolescence to old age. A broad reading list is drawn from texts and novels. Study in depth of one developmental level is expected. This may be met through research, taped interview, film or photographic essay or verbal/written report. Evaluation, conducted by conference with instructor, will be based on self-evaluation and contribution to the class.

**HD 215 I, Thou, It, and Piaget**

Joy Hope Redfield

3 units

Experiences to feel, dare, explore, analyze, create, give up and start over. Workshops in folktales, body movement, poetry, collages, paired writing, folk dance, tribal ritual, sketching, dance composition. Films and field trips. Symbolic modes, symbolic media, symbolic felt-meanings. Self-scoring processes introduced. Some background in anthropology offered.

Enrollment limit: 20

Spring: 4:30-7:00 p.m. M

**HD 218-I Introduction to Piagetian Theory**

Louise Derman-Sparks

3 units

An investigation of the implications of Piagetian developmental theory for early childhood education. Objectives of the course are to enable students to understand basic Piagetian theory and be able to implement educational approaches derived from it. The class will investigate the implications of Piaget's theory in such issues as the role of the teacher, the organization of the environment, nature of the curriculum and the relationship of development and learning. Students will be required to explore Piagetian approaches in a classroom setting and evaluate their experience with the class.

Enrollment limit: 25

Fall: 7:30-10:00 W

**HD 218-II Advanced Piaget**

Louise Derman-Sparks

3 units

Further investigation of Piagetian developmental theory and its implications for curriculum development, the role of the teacher, the organization of the environment, and the relationship of development and learning. Students will plan and implement a workshop for parents and teachers as a group project.

Enrollment limit: 20

Spring: 4:30-7:00 T

**HD 219 Erikson, Skinner, and Piaget**

Carroll Borland-Parten

3 units

For course description, see SUMMER listing.

Spring: 7:30-10:00 p.m. T

**Program A: The Early Years: Theory and Observation**Elizabeth Prescott and  
Bunny Rabirot

3-6 units

This integrated study covers theories of development in the early years. Theoretical approaches will be integrated with the practicum experience of students so that they can derive ways of applying theory to practice.

Course equivalents: HD100 Human Development: The Early Years  
HD100L Observing and Recording Behavior

Fall: 12:30-5:00 p.m. T

**Program G: The Later Years:  
Human Development and Research**

Bunny Rabirot

3-6 units

This integrated study is designed to explore and develop competencies in examining strategies for people working with various ages in the life cycle. There will be opportunities for group work and/or individual projects which will be contracted for. The program will be designed as a total unit.

Course equivalents: HD101/201 Human Development: The Later Years  
HD120 The Family  
HD160 Research Methods in the Behavior Sciences

Spring: 12:30-5:00 p.m. T



# SPECIAL TOPICS IN HUMAN DEVELOPMENT

## HD 112/212 Children Under Stress

Bunny Rabinoff 3 units

For course description, see SUMMER listing.

Fall: 7:30-10:00 p.m. Th

## HD 137/237 Human Sexuality

Mary Dreyer 3 units

For course description, see SUMMER listing.

Enrollment limit: 20

Spring: 7:00-10:00 p.m. W

## HD 169 Values and Culture

Ellen Varon 3 units

The study of people who are different from ourselves, "drives a wedge into our ethnocentrism, providing a wider view of what to include in the category of 'human nature'. They exist, they are there, they are different, so that one cannot say that to be human is to be monogamous, ambitious, avaricious; human values need not include an ethic of absolute honesty or compassion; it is good to lie, steal, kill, under certain circumstances." (Janet Siskind) An introduction to cultural anthropology. Using books, films, and discussions the course will look at a variety of contemporary cultures throughout the world. We will focus on the relationship between values, environment, and survival. Experiences designed to increase awareness of personal valuing processes will be included. Reading, fieldwork, and class participation will be required. Fulfills cultural anthropology requirement and has a multicultural focus.

Spring: 7:30-10:00 p.m. Th

## HD 204 Dying as a Perspective for Living

Susan R. Braunwald 3 units

This course deals with the theme of death as a natural and inevitable event that can occur at any point in the life cycle from birth to old

age. This topic will be explored from a variety of perspectives ranging from the sociological to the artistic and from the abstract--death or loss as a fact in the lives of other people--to the personal--the possibility of our own death or of that of someone close to us. In addition to a common core of readings, students will be expected to explore a topic of their choice related to the theme of dying as a perspective for living. Students will also be expected to be sensitive to one another's world views so that this class can be a positive experience for each one of us as together we try to understand how knowing that we will die shapes how we live.

Enrollment limit: 20

Spring: 7:30-10:00 p.m. T

## HD 234 Sociology of the Family

Billie Pauley 3 units

The family in transition: changing function and values, cross-cultural perspectives, historical background. Problems of role definition, urbanization, mobility, child rearing, resulting psychological conflict and adjustment.

Fall: 4:30- 7:00 p.m. Th

## HD 248 Planning Environments for Young Children

Elizabeth Prescott 3 units

The ecology of child development. 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.

Enrollment limit: 25

Fall: 4:30-7:00 p.m. Th

## HD 267 Abnormal Processes of Human Development

Ian Russ 3 units

We will explore abnormal patterns of social, inter-psychic, and educational growth in children. Adult psychopathology will be reviewed. Diagnosis, etiology, treatment, and prognosis of the various psychopathologies will be discussed. Specific topics include: childhood autism and psychosis, maternal deprivation, sleep disorders, phobias, delinquencies and anorexia nervosa, borderline adolescence, etc. This course will require extensive class preparation. This course meets partial fulfillment for MFCC licensing.

Prerequisites: HD100/200; HD101/201; Theories of Personality, recommended.

Enrollment limit: 25

Spring: Time to be announced

### **HD 270 Personality Development Through Literature**

Marianne Wolman 3 units

Directed reading and seminar discussions of fiction and autobiographies selected to illustrate cross-cultural values and mores of the diverse racial, religious, and ethnic groups in the United States.

Enrollment limit: 20

Spring: 4:30-7:00 p.m. W

### **HD 271 Culture and Cognition**

Carol Phillips 3 units

For course description, see SUMMER listing.

Fall: 1:30-4:00 p.m. W

### **Program E: Social Dynamics in Human Development: Interaction in a Pluralistic Society**

Louise Derman-Sparks and 3-9 units  
Carol Phillips

"Not everything that is faced can be changed, but nothing can be changed until it is faced." (James Baldwin) A psycho-social approach to developing attitudinal awareness, perspective, and skills for constructively working in a pluralistic society. Course will examine: 1) implications of historical/social realities and cultural/ethnic diversity of a child's developmental process and family/community/school interaction; 2) concepts of pluralism, ethnocentrism, racism, sexism, and victim-blaming; 3) role of social sciences in creating/perpetuating stereotypes and myths about human development and their impact on educational programs for children and families; 4) new research and approaches to working with culturally diverse communities; 5) advocate role of teaching/human service professions in promoting social change. Format of Program E will include lectures, discussions, role-playing, reading journals, field projects, and action research. Individualization within framework of Program E goals will be encouraged.

Course equivalents: HD122 School and Society  
Ed156 Parent-Teacher-Community Interaction  
HD256 Working with Culturally Diverse Parents

Fall: 4:30-9:30 p.m. Th

### **Program W: Women's Studies**

Karen Fite and Jerry Ferguson 3-6 units

For course description, see SUMMER listing.

Spring: 12:30-5:00 p.m. T

### **The Child in Our Society -- A Resource/Lecture Series**

Carol Phillips and 3 units  
Louise Derman-Sparks

1979 has been declared the International Year of the Child by the United Nations. Why? Because children are our future--and our most precious resource. The quality of Tomorrow's world--perhaps even its survival--will be determined by the well-being, safety, and development of children today. This lecture/resource series will provide a forum for looking around, listening, learning, and acting on behalf of our children. Its primary focus will be on assessment of the needs of children and on development of strategies for effectively improving the lives of children. Guest speakers and discussants will include child advocates involved in various dimensions of issues which effect children--public policy, education, mental health, nutrition, health care, and family life. Join us! It will be a time to support and promote lasting action to improve the lives of children everywhere.

Spring: 7:30-10:00 p.m. M



**International Year  
of the Child 1979**



## WORKING WITH ADULTS

*Many students at Pacific Oaks, whether or not they come with previous experience in working with children, are interested in increasing their competence in working with adults - in program administration, program development and advocacy of public policies benefiting children, families, women, ethnic minorities, and human rights in general; in teaching in colleges, adult education, or parent groups; in facilitating personal growth through the development of counseling and other support skills. Field work opportunities are available in a wide variety of setting; seminars provide an opportunity for sharing experiences, examining issues, and developing theoretical understanding.*

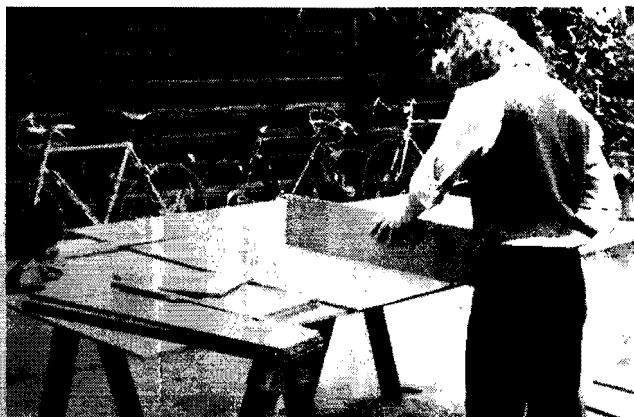
### Working with Adults: Administration, Parent/Community Work, and College Teaching

Judy Meyer, Joy Hope Redfield, and Betty Jones 3-9 units

This core is designed to develop competence in working with adults as an administrator, supervisor or teacher in human development programs, including preschools, day care, public schools, adult education, colleges, preventive mental health and social service agencies, and community development. Emphasis on communication skills and group process, organizing strategies and issue advocacy, and understanding of socio-cultural systems.

Students enrolling for 3 units are expected to come for any 3½ hours in this 5-hour session, which includes potluck supper, core seminars for the specializations in Administration, Parent/Community Work, and College Teaching, and a choice of presentations and discussions on common issues and specialized issues. Enrollment for 6 units is based either on full-session participation or on 3½ hours plus fieldwork. Enrollment for 9 units is based on full-session participation plus fieldwork.

Fall and Spring: 4:30-9:30 p.m. W



## Specialization: Administration

### HD 251 Shadow Studies

Joy Hope Redfield 2-6 units

For course description, see SUMMER listing.

Fall: Orientation meeting, 11:00 a.m. T; other times by arrangement with instructor.  
Spring: Orientation meeting, 11:00 a.m. M, other times by arrangement with instructor.

### HD 252 Supervision and Administration

Carroll Borland-Parten 3 units

Principles and practices of supervision and administration will be studied. Values and patterns of organization, inservice methods, community relations, administrative styles, and planning for diversity will be covered by guest speakers, resource persons, and reports. There will be opportunities to develop personal skills necessary for supervision and administrative response to children and adults.

Fall: 7:30-10:00 p.m. T

## Specialization: College Teaching

### Program C: Teaching, Learning, and Growth in Adulthood

Betty Jones, Joy Hope Redfield, and Stephanie Feeney 3-7 units

Intensive open classroom experience for adults. Analysis of various educational environments including the seminar itself as a laboratory in teaching and learning and in group process. Reading and discussion of concepts and issues in the interdisciplinary field of human development, considering the human life cycle from adolescence to old age. Experiences in arts and leadership and their implications for appropriate humanistic social change.

Course equivalents: HD201 Human Development: The Later Years  
HD206 Group Processes  
Ed251 Teaching/Learning Process

Fall: 4:30-9:30 p.m. M

## Specialization: Early Childhood

*For Early Childhood Specialist Instruction Credential students and interested others. Designed for experienced teachers and administrators in early childhood programs.*

### **HD 205A Advanced Fieldwork/Seminar: Administration**

### **HD 205C Advanced Fieldwork/Seminar: Classroom**

Carroll Borland-Parten 6 units

For course descriptions, see SUMMER listings.

Fall and Spring: 7:30-10:00 p.m. M  
First meeting to be announced

## Specialization: Parent/ Community Work

### **HD 240 Models and Methods of Parent Involvement**

Judy Meyer 3-6 units

An exploration of the "why and how" of parent education and parent involvement in educational settings ranging from expectant mothers (including adolescent) onward. Topics will include a variety of programs and methods for implementing parent work; how to develop strategies for parent work in different communities and institutional settings (e.g., child care, public elementary school, etc.) utilizing community services for family needs, and the role of professional Parent/Community Workers. Format includes field observation and practicum, dialogue with practitioners involved in different aspects of parent work, discussion and lectures based on issues emerging from field experiences and instructor's overview of Parent/Community involvement; readings.

Prerequisites: Required for students in Parent/Community specialization. Over 3 units is dependent on fieldwork, to be arranged with instructor.

Spring: 4:30-7:00 p.m. Th

### **Ed 156/256 Parent-Teacher-Community Interaction**

Judy Meyer 3 units

For course description, see SUMMER listing.

Spring: 4:30-7:00 p.m. M

### **Ed 239 Politics of Parenthood**

Louise Derman-Sparks 3 units

An examination of parenting in contemporary U.S. society from a many-faceted perspective; social, economic, psychological, cultural, historical. Issues to be considered include: societal expectations, myths and realities of parenting; impact of changing life-styles, sex roles, cultural diversity in roles of parents; stresses and strengths of parents in different kinds of families; developmental stages of parenthood; parents' and children's rights; support networks; power-sharing with other societal institutions responsible for children. Format includes lecture, discussion, field observation, and interview tasks with people who are parenting and involved in different aspects of parent work.

Fall: 4:30-7:00 p.m. T

## COUNSELING AND COMMUNICATION

*Some of the following courses are designed to fulfill requirements for the Marriage, Family and Child Counseling License; others are designed to develop counseling skills for teachers, for personal growth or to add skills to the repertoire of practicing counselors.*

### **HD 206 Group Processes**

Judy Meyer 3 units

An experiential approach to exploring group and interpersonal dynamics, styles of leadership, barriers to communication, stereotyping, roles, self-image, and body dynamics. Analysis of the group as a teaching/learning setting. Focus on communication skills and personal growth.

Fall: 1:30-4:00 p.m. Th

**HD 221-I Theories of Marriage, Family, and  
Child Counseling**

Jean Barrett

3 units

This course will focus on theory and application of marriage, family and child counseling. A review of communication theories, systems theories, and traditional approaches towards psychotherapy will be included. This course is designed to meet partial requirements for the California State MFCC License. This is a one-year course. Registration in Spring semester HD221-II is recommended but not required.

Prerequisites: HD100 or HD101; personality theory and communications theory are recommended but not required.

Enrollment limit: 25

Fall: 10:00 a.m. to 12:30 p.m. W

**HD 221-II Practice of Marriage, Family, and  
Child Counseling**

Billie Pauley

3 units

This course will focus on theory and application of marriage, family and child counseling. A review of communication theories, systems theories, and traditional approaches towards psychotherapy will be included. This course is designed to meet partial requirements for the California State MFCC License. This is a one-year course

Prerequisites: HD100 or HD101; personality theory and communications theory are recommended but not required.

Enrollment limit: 25

Spring: 4:30-7:00 p.m. Th

3  
1  
3

**La 138/238 Communication Skills and  
Individual Dynamics**

Billie Pauley

3 units

Course focuses on the use and misuse of language, person-to-person listening and tools from various theoretical systems for understanding one's individual dynamics. Alternative ways of thinking and behaving which are dysfunctional for the individual are explored. May be given credit toward Human Development major.

Enrollment limit: 25

Fall and Spring: 4:30-7:00 p.m. T

**RESEARCH METHODS**

**HD 160 Introduction to Research**

Carol Phillips

3 units

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.

Enrollment limit: 25

Spring: 1:30-4:00 p.m. W

**HD 260 Testing, Measurement, and Research**

Elizabeth Prescott

3 units

For course description, see SUMMER listing.

Fall: 4:30-7:00 p.m. M

**HD 261 Program Interpretation Through Media**

Jerry Ferguson

3 units

An emphasis on alternatives to inquiry and research reporting. Exploration into communication processes, i.e., film, print-making, tape, art, poetry, multimedia presentations as a method for communicating research. The research process including statement of the problem; analysis of audience; research methodologies and communication alternatives; analysis of research; synchronization; emphasis on evaluation and synthesis.

Prerequisite: Undergraduates must obtain consent of the instructor.

Workshop fee: \$50

Fall: 7:30-10:00 p.m. Th

## **HD 262 Advanced Problems in Research**

Jerry Ferguson

3 units

For students who are developing and working on their Master's projects or other research projects in areas of their own interest. Investigation into the research process and the problems of research design and conceptualization. Emphasis on measurement problems and theory development; discussion of individual projects.

Spring: 7:30-10:00 p.m. Th

## **LANGUAGE, ARTS, AND SCIENCE**

### **La 142 Literature for Children**

Polly McVickar

3 units

An exploration of what we read, who we read, and why we read to preschoolers. Examination of literature for fantasy, for cognition, for aesthetics, for discovery, as a tool for play and learning. An opportunity to create literature and illustration for children by class participants.

Spring: 1:30-4:00 p.m. Th

### **La 201 The Problems and Process of Speaking**

Betty Jones

3 units

This course is designed to help those who want to be able to speak well to groups. Public speaking, presentation of information, and discussion leadership will be emphasized. Intensive practice and feedback will aim at development of the attitudes and skills needed in order to speak and listen effectively.

Fall: 1:30-4:00 p.m. Th

### **La 202 The Problems and Process of Writing**

3 units

This course is designed to help those who want to be able to write well, eliminate blocks, and develop skills. The emphasis is on expository, professional writing rather than on fiction or poetry. The course will deal with the factors

which have made you believe that you can't write, including an analysis of the cultural factors which promote or discourage the ability to write standard English. The main emphasis will be on the development of the attitudes and skills required in order to write effectively. There is no way to develop these skills and attitudes except by writing; you don't learn to write by talking about it. In other words, the class will require you to do quite a bit of writing.

Fall: Karen Fite, 4:30-7:00 p.m. T  
Spring: Betty Jones, 1:30-4:00 p.m. Th

### **La 203 The Language of Young Children: Educational Linguistics**

Carol Phillips

3 units

A socio-linguistic approach to the study of the language patterns of young children. The course will survey the literature on the various dimensions of the way children use language and the factors thought to influence those dimensions -- particularly as they relate to socio-economic factors and cultural differences. The thrust will be on a comparative analysis of the contributions of various perspectives on language study toward a deeper understanding of their implications for assessment, research, and classroom strategies. A basic understanding of developmental theories of language is recommended. Gives research credit.

Enrollment limit: 20

Spring: 9:00-11:00 a.m. T

### **Hu 243D Movement/Dance Experiences for Child Development People**

Joy Hope Redfield

3 units

Exploration of body parts, body plays, space, time, sound, relationships, choices. Several theoretical models for movement activity, movement behavior, creative movement, movement therapy, dance, use of room space, art space. Dress casually. Theory, events, field trips, discussion.

Prerequisites: Early Years, Later Years or equivalent, and one year of teaching experience.

Enrollment limit: 20

Spring: 9:30 a.m.- 12 noon T

## Sc 103 The Living World

Gilbert and Betty Jones

2-4 units

Basic biology: the interrelationship of living things, the web of life, ecology, field biology, plant and animal identification. Environmental education and camping. Science and nature experiences for children; resources for teachers. Course equivalents: general biology, science for children, and advanced seminar/workshop in science. Enroll for either or both sections; both are camping trips.

### Section A: Desert

Orientation: Friday, March 23, 7:00-10:00 p.m.

Field Trip: Monday, April 2 through Friday April 6 (Spring break)

### Section B: Mountains

Orientation: Wednesday, May 30, 7:00-10:00 p.m.

Field Trip: Saturday, June 9 through Wednesday, June 13

## Program L: Imagination in the Classroom

Polly McVickar

3-9 units

This study is designed to provide experience with open-ended "starting points" for developing an imaginative curriculum in the elementary classroom. Recognition of the innate creative drive at all ages, significance of encouraging imaginative exploration and discovery during the school program. Imaginative directions in all areas; poetry, art, language, books, music, rhythm, science. Acquaintance with the humanities through knowing the work of artists, writers, musicians as part of curriculum. Discussion of basic issues today; conformity, non-conformity, limits, values, importance of choices.

Workshop fee: \$50

Enrollment limit: 30

Course equivalents: Ed253 Seminar/Workshop in Environmental & Curricular Development

Sc144 Science for Children

Hu142 Art for Children

Hu143 Music and Movement for Children

La141 Language and Literature for Children

Fall and Spring: 9:00 a.m. to 5:00 p.m. Saturdays in Malibu

## INDEPENDENT WORK

### HD 198 Assessment of Experience

Cindy Leva

3 units

For course description, see SUMMER listing.

Fall and Spring: 7:30-10:00 p.m. Th

### HD/Ed/Hu 292 Independent Study

2-6 units

Independent Study requires that a student design a project and find a faculty advisor. Registration may take place at any time. An independent study contract, available in Student Services, must be presented at the time of registration. The contract may be from 1-6 months.

### HD 299 Master's Project

3-6 units

The Master's Project requires that a student design a project and organize an advisory committee. Registration may take place at any time. An approved advancement to candidacy form must be presented at the time of registration. After 16 months an additional fee will be required if the project is still in progress.



## SPECIAL OFFERINGS - FALL and SPRING

*The following courses are offered to supplement our regular offerings. Many of them meet program requirements. These courses may be taken at one of three rates (unless stated otherwise):*

Non-credit participation: 1 unit \$25  
2 units \$35  
3 units \$45

\$55 per unit for unit credit not being applied by registrant to a Pacific Oaks program AND/OR 5th year post baccalaureate credential students

\$105 per unit for unit credits being applied to a Pacific Oaks degree

Registration may take place until one week prior to the first class meeting. Full refunds will be made in the event of class cancellation OR if the course is dropped by the student prior to the first meeting; NO REFUND THEREAFTER.

For further information, contact the Dean of Faculty's office.

### HD-X625 Preventive Intervention for Infants and the Very Young

Magda Gerber 2 units

For professionals who desire to deepen their understanding of the changes, emotional needs, and vulnerabilities in infancy and early childhood. Discussions will focus on the crucial time when basic patterns of coping, living, and learning are set; changing phases and cycles; normal and excessive anxieties and vulnerabilities; adaptive and maladaptive patterns; how to detect problem areas; what can be prevented; what can be corrected; when is an infant at psychological risk; therapeutic and untherapeutic environments; the vicious circle of disturbed child and perplexed parent; early signs of infantile autism; what elements of the known therapeutic approaches are applicable with infants and the art and science of an infant child counselor.

Fall: Course begins Nov. 7 and continues for 3 Tues., 6:30-9:30 p.m. Two Sat. sessions, Nov. 18 and Dec. 2, 9:30 a.m. to 5:00 p.m.

Spring: Course begins April 17 and continues for 3 Tues., 6:30-9:30 p.m. Two Sat. sessions, April 21 and 28, 9:30 a.m. to 5:00 p.m.

### HD-X669 Middle Age: The Command Generation

Enith Turisk Levin 2 units

For all persons interested in expanding their knowledge of this stage of adult development. Life does not begin at forty. More often than not forty is when it begins to fall apart--or seems to. In this course we will examine such middle age concerns as health and appearance, sexuality, professional and financial fears, the "empty nest", becoming aware of our mortality, and one's increasing concern over aging parents. The application of this information will be useful to professionals in their work with the middle aged, as well as providing a rational basis for responding to the problems and issues of this stage of development.

Fall: Course begins Sept. 19 and continues for 10 Tues., ending Dec. 5, 5-7 p.m.

### HD-X676 Creative Life Choices

Valerie Hood and Annabel Wilson 1 unit

For course description, see SPECIAL OFFERINGS - SUMMER.

Spring: Course is comprised of 1 Fri. eve and 1 Sat., March 2, 3. Fri. 7-10 p.m., Sat. 9:30 a.m. to 4:30 p.m.

### HD-X677 Infancy: A Forgotten Time

Magda Gerber 2 units

For course description see HD-X582 under SPECIAL OFFERINGS - SUMMER. This course will continue with and further elaborate on some of the same topics. It is a companion course to HD-X582; however, neither is a prerequisite for the other.

Fall: Course begins Oct. 3 and continues for 3 Tues., 6:30-9:30 p.m. Two Sat. sessions, Oct. 7 and 14, 9:30 a.m. to 5:00 p.m.

Spring: Course begins Feb. 13 and continues for 3 Tues., 6:30-9:30 p.m. Two Sat. sessions, Feb. 24 and March 3, 9:30 a.m. to 5:00 p.m.



**HD-X678 Transformational Relationships**

Mary Dreyer

3 units

An opportunity to explore the meaning of relationships in this the age of Aquarius in regard to self, family, friends, community, and significant other. Limited to 8 men and 8 women. Preference given to "credit" students. Attendance required.

*Fall: Course begins Wed., Sept. 20 and continues throughout the semester; 7:30-10 p.m.  
Fireside Room, Westmoreland campus*

**Ed-X572 You, Your Best Multi-Cultural Resource —Workshop**

Lois Neiter and Joan Marks

3 units

For teachers, future teachers, and administrators who want to enrich their curriculum with multi-cultural education. This workshop will show you ways to utilize your own resources, provide ideas and samples of new materials, and make learning and instructional aides. We will also cook, practice basic conversational Spanish, sing, dance, and experience value activities all towards a core curriculum emphasizing multi-cultural education.

*Fall: Course begins Mon., Sept. 18 and continues throughout the semester; 7-10 p.m.*

**Ed-X607 Audio Visual**

Richard Hartman

1 unit

For course description, see SPECIAL OFFERINGS - SUMMER.

*Fall: This course is comprised of 2 Sat. sessions: Dec. 2 and 9; 9:00 a.m. to 3:00 p.m.; Media Room, #6 Westmoreland campus*

*Spring: This course is comprised of 2 Sat. sessions: April 21 and 28; 9:00 a.m. to 3:00 p.m.; Media Room, #6 Westmoreland campus*

**M/S-X600 Modern Math**

Dorothy Baranski

3 units

This course is for anyone who does not have a basic understanding of mathematical concepts. Fractured by fractions? Decimated by the decimal point? Absolutely antagonized by algebra? These are nothing, compared to what students in this class will learn. Practical and theoretical aspects of modern mathematics as it applies to college level arithmetic, including fundamental operations with whole numbers, fractions, denominate numbers, metric system, introduction to the slide rule, mensuration, systems of numbers from

natural through complex, and an introduction to algebra designed to prepare students for mathematics above the arithmetic level. Can you believe these concepts will be taught and experienced in an enjoyable way? Math can be fun instead of a hang-up... and the fun can be transmitted to those we teach. Individual attention will be given to those areas where participants have particular problems. Fulfills mathematics requirement for credential program.

*Fall: Course begins Sept. 21 for 12 Thurs. eves, end Dec. 14; 6:30-9:30 p.m.  
Spring: Course begins Feb. 8 for 12 Thurs. eves, end May 3, 6:30-9:30 p.m.*

**M/S-X605 Physical Sciences: Facts, Fantasy, Fun 1**

Dorothy Baranski

1-2 units

For course description, see SPECIAL OFFERINGS - SUMMER.

*Fall: This course is comprised of 2 Sat. sessions: Oct. 7 and 14; 9:00 a.m. to 3:00 p.m.*

*Spring: This course is comprised of 2 Sat. sessions: Feb. 24 and March 3; 9:00 a.m. to 3:00 p.m.*

**M/S-X606 Physical Sciences: Facts, Fantasy, Fun 2**

Dorothy Baranski

1-2 units

For course description, see SPECIAL OFFERINGS - SUMMER.

*Fall: This course is comprised of 2 Sat. sessions: Oct. 28 and Nov. 4; 9:00 a.m. to 3:00 p.m.*

*Spring: This course is comprised of 2 Sat. sessions: March 17 and 24; 9:00 a.m. to 3:00 p.m.*

**Hu-X606 T'ai Chi Ch'uan and Human Development**

Peggy Benton

2 units

For students wishing for a potent way to health, well-being, growth, and centering. T'ai Chi Ch'uan is the "Supreme Ultimate Exercise." Class members will learn T'ai Chi and will explore its relationship to modern concepts of energy shaping in human development. Wear slacks or leotards and bring a towel, blanket or mat.

*Fall: Course begins Mon., Sept. 18 and continues throughout the semester; 7-9 p.m.; Community Room, #5 Westmoreland campus*

*Spring: Course begins Mon., Feb. 5 and continues throughout the semester; 7-9 p.m.; Dining Room, #5 Westmoreland campus*

### **Hu-X608A Learning Through Movement**

Anne Leif Barlin

3 units

For teachers who are not always comfortable in the areas of movement and dance. Specific and innovative tools for the classroom that "even I" can use with relaxation and joy. Participants will learn practical methods and techniques that may be applied in a variety of settings with young children of varied backgrounds. Movies included.

*Fall: Course begins Wed., Sept. 20 and continues throughout the semester; 7-10 p.m.*

*Spring: Course begins Wed., Feb. 7 and continues throughout the semester; 7-10 p.m.*

### **Hu-X608B Learning Through Movement**

Anne Leif Barlin

1 unit

A continuation of Hu-X608A. Prerequisite: previous dance class with Ms. Barlin.

*Spring: Course begins Feb. 24 and continues for 9 Saturdays (not March 31 or April 7); 9:00 a.m. to 3:00 p.m.; bring a lunch*

### **Hu-X692 Independent Study: Travel**

Timothy Hillebrand

1-4 units

Independent study credit in conjunction with travel. For further information, contact the Dean of Faculty's office.



Photograph by Karen Fite



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*Photographs by Jerry Ferguson*

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