

PACIFIC OAKS BULLETIN

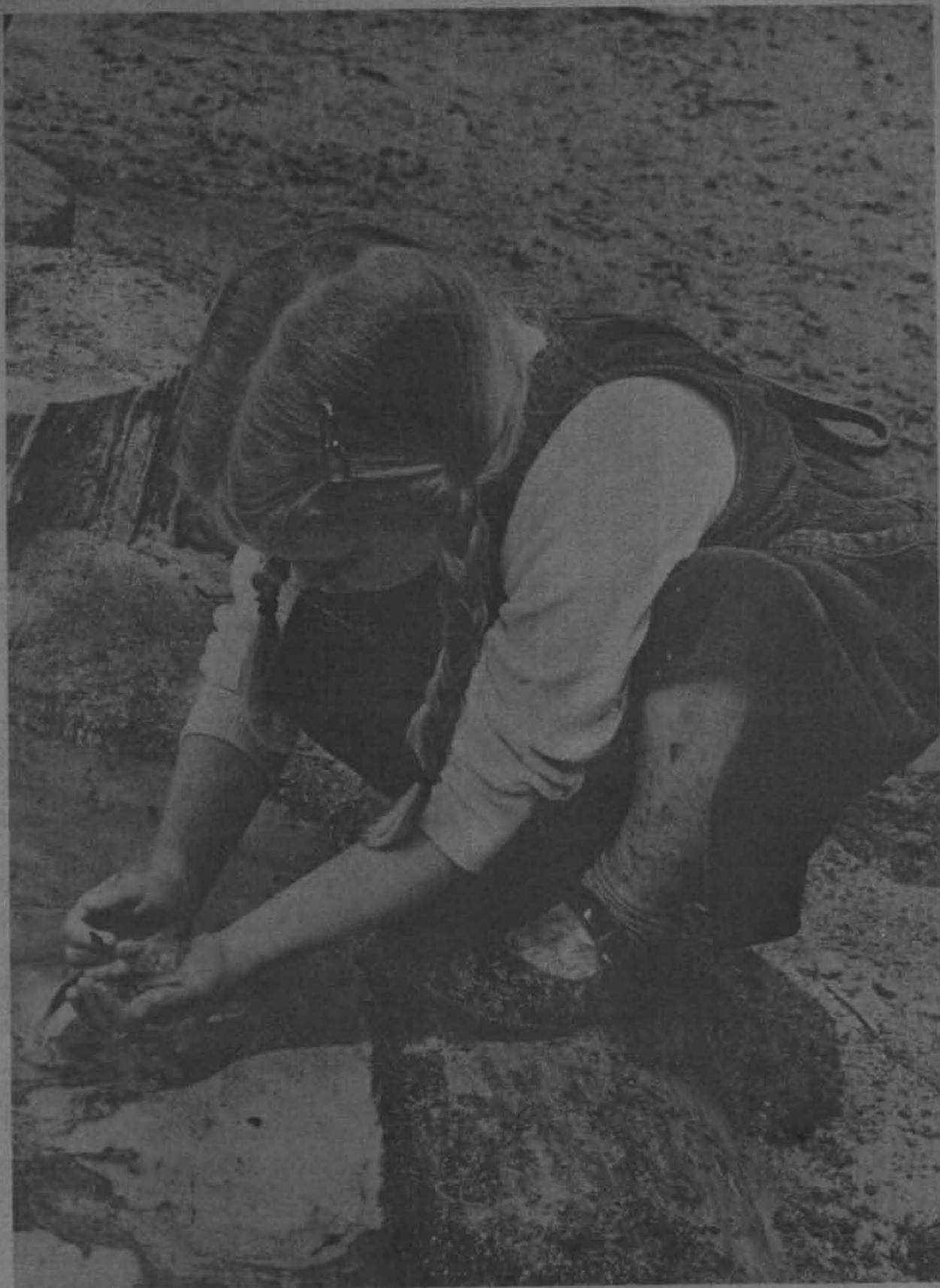
FALL 1980 and SPRING 1981



PACIFIC OAKS COLLEGE
5 WESTMORELAND PLACE
PASADENA, CALIFORNIA 91103

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FALL 1980 and SPRING 1981

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

As a Quaker-founded institution, Pacific Oaks has traditionally sought racial, ethnic, religious, economic and social diversity in its student body.

Its policies in admissions and other areas are non-discriminatory regarding race, sex, religion, ethnicity and handicap.

DEAN'S MESSAGE

But yield who will to their separation
My object in living is to unite
My avocation and my vocation
As my two eyes make one in sight.
Only where love and need are one,
And the work is play for mortal stakes,
Is the deed ever really done
For Heaven and the future's sakes.

- from "Two Tramps in Mud Time" by Robert Frost

When I discovered mica in the sandstone that was all over the place where I lived, I got the gang of kids I played with together in my driveway and set us all to smashing up the sandstone and collecting the mica out of it. I think I thought it was silver, and I think all I knew about silver was that it went with gold and emeralds and rubies in the fairy tales and so was very precious. As we sat in the driveway smashing up rocks we told each other what we would do when we had collected a mountain of silver. We had different plans different days, and of course we went on to some other project long before we had more than about two cups of mica. It was hard work, but we didn't see it that way.

Another thing we worked at a long time was digging a city in the dirt in Tommy's backyard. We had a lot of cave-ins that were setbacks but we kept at it. The ground wasn't really an appropriate medium for the city we had designed in our heads and in our conversations, so we never actually accomplished our dream city of skyscrapers and tunnels.

When there was no one else around, I had various kinds of solitary projects. For example, I practiced my reading on the tombstones of a small, overgrown cemetery somewhere beyond Kristin's backyard. Not that I realized I was practicing reading. I just wanted to know what it said on those old tombstones. Or I made clothes for my dolls. I remember the brief setback I experienced when I discovered that heads were bigger than necks.

Different seasons presented different projects. We worked at making an igloo off and on all one winter. The funny thing about all these projects is that I remember my vision of what they were going to be just as well as I remember the reality, which fell far short. I feel as if I spent days inside a real igloo, all smooth and cold, even though we only managed to build a semi-circular wall. And I still know just how that dirt city was supposed to be.

Of course during all of this I was going to school too, so I had to learn that there was a thing called work that had to be done before I could go out and play. I was aware that some of "work" was unpleasant - for example I was very bad at gluing things in my workbook. I was always too generous with the glue and then all the pages stuck together. I was also bad at fingerpainting because I kept trying more and more colors and so always ended up with mud. I learned that when there were setbacks at work this was a serious situation. You couldn't just throw the whole thing out and start over or go on to a new project or use your mud painting where you needed a mud painting. Nevertheless I have stubbornly clung to the notion throughout life that most things are play, so I'm always chagrined to discover that a particular situation is supposed to be viewed as work - unpleasant, no mistakes allowed, no starting over, no turning things upside down to see if they work better that way.

We also played games in my neighborhood where you could lose. There was SPUD. I don't remember all the rules now. I just remember you had to pay attention and think and run and catch a ball and if you didn't then the consequence was you were out of the game and had to find something else to do for awhile. Or you could lose at Toono, which was like bingo, but you had to guess the name of the songs, or at musical chairs, or monopoly. There was a certain amount of tension, because it was better not to lose. If you never could catch a ball, sometimes people made fun of you, but you just reminded them that you had found the mica rocks and things evened out.

Somehow we grow up into a world where work is serious and creates stress and we have to be afraid of failure. And play vanishes into the misty memories of childhoods. Work makes us too tired to play, and by the time we retire we've forgotten how. Besides, grown-ups aren't supposed to play (are they?).

Karen M. Aite



Photograph by Elizabeth Deardorff

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 a 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, his/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 Bank Street College, the National College of Education and Wheelock College through the National Consortium for Early Childhood Education, sponsored by a grant from the Ford Foundation, in preparing joint proposals on issues affecting children and families throughout the nation.

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 300 students, 25 full-time faculty and 15 visiting faculty. The academic year includes 2 semesters, Fall and Spring, and a six week summer session. In the summer of 1980 we offered a two week intensive session in August. Some students are enrolled in programs which enable them to complete degree or credential requirements primarily in summer sessions.

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 Science | - 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 religious courses |

70 units is the maximum number of units accepted from a junior or 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 admissions 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 between 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/Community Work.

MARRIAGE, FAMILY, & CHILD COUNSELING: The Pacific Oaks M.A. degree in Human Development is equivalent to a Master's degree in M.F.C.C. The degree is one of the optional specializations within the M.A. program. Demonstrated competence is required in human development, sexuality and communication, theories and applied psychotherapeutic techniques of M.F.C.C., psychopathology, cross-cultural mores and values, ecological analysis and research. Certification of the completion of the M.A. program in Human Development with a specialization in M.F.C.C. enables the student to apply for M.F.C.C. Intern registration with the Board of Behavioral Science Examiners.

THE M.A. ABLE PROGRAM (Admission By Life/Work Experience): This program is designed for professionals in fields related to human development who do not have a B.A. degree, 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.

CREDENTIALS: Pacific Oaks offers:

1. The Multiple Subject Teaching Credential under the Ryan Act. This authorizes teaching in a self-contained classroom, preschool through 12th grade and adult education courses. It is primarily used as an Elementary Credential by the Public Schools in California. A student may enroll in the basic credential program as a B.A. or M.A. credential student or as a graduate student not enrolled in the M.A. program.

2. The Fifth Year of Study Credential Program. All Preliminary Ryan Credentials must be cleared with a fifth year of study. To be recommended to the state for the clear Multiple Subject Credential by Pacific Oaks, a minimum of 16 semester units must be done at Pacific Oaks.

3. 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 prerequisites.

4. 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 school and publicly funded schools. A basic teaching credential, which is also required, may be earned concurrently.

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.

HIGH/SCOPE COOPERATIVE PROGRAM: offers a full-time, 2 semester internship which is credited by Pacific Oaks for 16 units toward the M.A. in Human Development. The High/Scope Educational Research Foundation is located at
600 North River Street
Ypsilanti, Michigan 48197.

THE FIELDING INSTITUTE: Located in Santa Barbara, offers doctoral level degrees in Clinical Psychology and Human Services. Students in the Human Services program may elect to spend time taking courses at Pacific Oaks. Send letters of inquiry to:
Don Bushnell
The Fielding Institute
226 E. De La Guerra
Santa Barbara, California 93101

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 involvement 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.

Each applicant must submit an application form and \$25 for each program to which you apply and other documents as outlined on the application form (see last page of Bulletin). Tests are not required as part of the admission process, unless, 1) you are applying to the Multiple Subject Teaching Credential Program, in which

case you must take the Written English Competency Exam; 2) if English is not your first language, you are required to take the English as a Foreign Language test - TOEFL.

For efficient processing and student planning, applications with supporting documents should be received at least 3 months prior to the anticipated entrance date. When all documents are in, you may expect a reply within one month.

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. Financial aid is available to fill the gap between potential resources (parent's contribution, student's and spouse's income, savings, etc.) and expenses. The amount of financial aid is determined by careful evaluation of a student's total financial strength, including income, size of family, allowable expenses and assets.

Pacific Oaks participates in all applicable Federal Financial Aid programs, as well as awarding limited amounts of privately donated funds. Students are eligible for Federal funds at Pacific Oaks College if they: 1) are citizens or permanent residents of the United States, 2) are accepted to or in good academic standing in a degree or credential program, 3) demonstrate financial need, and 4) are part-time students defined as 6 units per semester for undergraduate students and 4 units per semester for graduate students. There may be additional requirements depending upon the specific program.

Contact person:

Betty H. Sowell
Financial Aid Officer
5 Westmoreland Place
Pasadena, CA 91103
(213)795-9161 Ext. 12

Application Deadlines: March 1 Summer Session
March 1 Fall & Spring
November 1 Spring only

These dates are priority deadlines only; applications will be accepted throughout the year. It should be remembered, however, that early submission of forms will insure greater probability of adequate funding of financial need. Applications for the Federally Insured Bank Loan (FISL) and the Basic Educational Opportunity Grant (BEOG) may be submitted throughout the year. In the case of the FISL Bank Loan, applications should be made 8-10 weeks before the money is needed. Students should check with individual banks regarding deadlines.

Financial aid programs available:

National Direct Student Loan (3% long-term repayment program). Repayment begins 9 months after graduation or termination of at least half-time status, with minimum repayment of \$30 per month.

Federally Insured Bank Loan (7% long-term repayment loan program). Repayment begins 9 months after graduation or termination of at least half-time status, with minimum repayment of \$30 per month. Loan decisions made by the bank.

Basic Educational Opportunity Grant (BEOG)

Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on the first undergraduate degree.

Supplemental Educational Grant Program (SEOG)

Grant program for undergraduate students with exceptionally high financial need.

College Work-Study Program (CWSP)

Program provides part-time employment for students with financial need. Jobs are arranged by the Financial Aid Office and placement is both on-campus and off-campus.

Pacific Oaks Interest-Free Loan

Privately donated fund offering long-term loans without interest. Repayment begins 9 months after graduation or termination of at least half-time status, with a minimum repayment of \$30 per month.

Pacific Oaks 6% Loan

Privately donated fund for long-term loans with 6% interest. Repayment begins 9 months from termination of full-time status, with a minimum repayment of \$30 per month.

Pacific Oaks Scholarships

A limited number of privately donated scholarships are available to needy students, whether or not they are eligible for Federal assistance.

Pacific Oaks Children's School Teaching Fellowships

Advanced students who have demonstrated ability to assume assigned responsibility in working with children may apply for Teaching Fellowships, which are positions working in the Yards assisting the Head Teacher.

ALL APPLICANTS MUST SUBMIT THE FOLLOWING FORMS:

1. Pacific Oaks Application for Financial Aid
2. Financial Aid Form (FAF) of the College
Scholarship Service should be mailed to:
College Scholarship Service
Box 280
Berkeley, CA 94701
3. Income Tax Verification (1040 or 1040A forms) and all schedules
4. Financial Aid Transcripts from each school attended.

In addition, students applying for a Teaching Fellowship must submit 2 recommendations. Independent students must submit the notarized Independent Student Affidavit. All applicable forms must be submitted before a determination of financial aid awards may be made. Students should allow 6-8 weeks for processing of the Financial Aid Form (FAF) by the College Scholarship Service, and an additional 6 weeks before notification of award by Pacific Oaks.

Right to Appeal: Upon written request, an appeal may be made to the Financial Aid Office regarding the financial aid offer received or denial of aid. Students who do not gain satisfactory results from this process may ask to have the Financial Aid Committee meet to review the case. This committee consists of the Financial Aid Officer, 2 student representatives, a Faculty representative and a

representative from the Children's School. The decision of the Financial Aid Committee will be final.

Applications for Financial Aid and Admissions may be obtained from the respective offices at:

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.

THE STUDENT UNION is the student organization at Pacific Oaks. All enrolled students pay a \$10 membership upon registration and are entitled to the services provided through the office of the Student Coordinators. Services include housing and child care information, counseling, outside agency referrals, student newspaper, bulletin boards and social activities. Student Coordinators must be in touch with the needs of the students they serve and represent these needs to the institution through the Advisory Council, Student Affairs, Faculty and Board committees.

The Student Union accepts the responsibility to weigh and consider overall community concerns as they relate to specific student body needs and interests. In turn, Pacific Oaks views each student's participation in its decision-making process as integral to the health and strength of the community. Thus, it assists where possible in making available personnel and monetary resources.

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 40 and 60 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.

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 YEAR OLDS: This group serves as a transitional period from the infant-toddler stage to preschool. Young children's socialization and language acquisition are areas of interest in this program. Special emphasis is given to understanding the role of separation taking place between parent and child.

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.

KINDERGARTEN: This program is designed to prepare children for the first grade in traditional and alternative schools. Use of manipulatives and language experience are part of the foundations of the academic program. This learning is fostered in a setting with emphasis on self-esteem, peer relationships and social skills.

PRIMARY: Continuing 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 "other's" words. Mathematics is related to the real world and computation is introduced gradually in a non-stressful, non-competitive environment. The program has an emergent and multicultural curriculum. The child's interests are developed over purposeful days as each child uses exposure to a rich environment for his/her 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 AM to 6:00 PM. 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

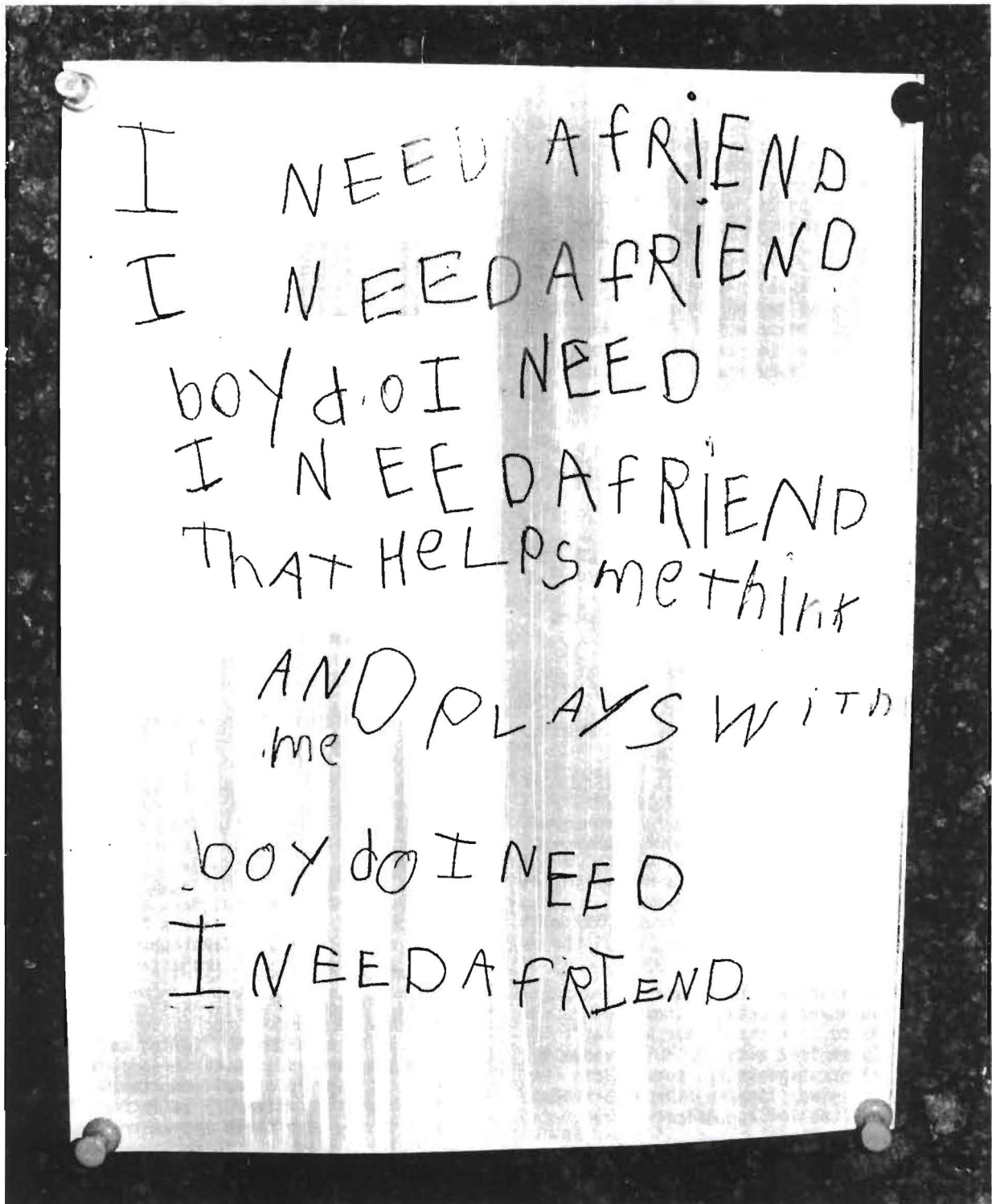
each child in a nurturing, supportive environment.
In addition, surround care is offered for children
from 5 to 9 years.

ADMISSIONS: Children are admitted to the school by
an Admissions Committee which considers diversity
of all kinds in achieving a balance in each group.
Additional information about the programs and

admissions may be obtained by writing:

Children's Programs
Pacific Oaks College
5 Westmoreland Place
Pasadena, California 91103
or

714 West California Boulevard
Pasadena, California 91105



Photograph by Elizabeth Deardorff

REGISTRATION, ETC.

PREREGISTRATION: is open to all students. IT IS REQUIRED FOR ALL ADMITTED STUDENTS. Preregistration is in addition to, *not in place of*, regular registration. To preregister, make an appointment with your advisor. Preregistration dates are:

Fall: June 16 through July 25
Spring: December 1 through January 16

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

Bunny Rabirotff	- B.A. program and unadmitted B.A. students
Judith Meyer	- M.A. program and unadmitted M.A. students
Mio Polifroni	- ECSIC and Basic Credential programs and unadmitted Credential students
Judith Ariel	- Special Education Credential program and unadmitted Special Education students
Barbara Richardson	- M.F.C.C. program and unadmitted M.F.C.C. students

REGISTRATION: will take place in the College Records Department:

Fall:	September 8	1:00 - 5:30
	September 9	8:30 - 1:00
	September 10	9:00 - 5:30
Spring:	January 26	1:00 - 5:30
	January 27	8:30 - 1:00
	January 28	9:00 - 5:30

LATE REGISTRATION: will begin:

Fall:	September 15	9:00 - 12:00 and 1:00 - 4:00
Spring:	February 2	9:00 - 12:00 and 1:00 - 4:00

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.

SPECIAL RATE REGISTRATION: All courses may be taken at a special rate of \$65 per unit, on a space available basis. These courses taken at the special rate may not be applied toward a Pacific Oaks degree or initial credential.

Registration for courses being taken at the special rate will be:

Fall:	September 15	8:30 - 4:00
	September 16	8:30 - 4:00
Spring:	February 2	8:30 - 4:00
	February 3	8:30 - 4:00

POST-BACCALAUREATE UNITS: For Credential students, taking post-bac units only to clear a credential, the \$65 per unit cost applies. Credential post-bac units (at the \$65 per unit rate) may be registered for during the regular registration dates; advisor's signature required.

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. Any student taking a practicum must have an application, fee and references on file with Admissions. For more information about on-campus practica, contact the College Records Department. For further information about public school student teaching, contact the Credential Analyst.

INCOMPLETES AND REGISTRATION: B.A. and credential students with more than 6 units of incompletes may register only with special approval of their advisor. M.A. students must clear up all incompletes before registering for their M.A. project. All students must clear up all incompletes before being admitted to a new program.

T.B. TEST REQUIREMENT FOR REGISTRATION: TB tests are required every two years. Result of a TB test taken since July 1978 must be on file in the College Records Department 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. TB testing facilities in Pasadena are:

Pasadena Health Department - City Hall
100 N. Garfield Avenue
577-4391 Fee required.

Pasadena TB Association
111 N. Hudson (corner of Hudson & Union)
793-4148 Fee required.

PROGRAM CHANGES: Classes may be added until Friday, September 26, for Fall, and Friday, February 13, for Spring, with the consent of the instructor. Classes may be dropped at any time throughout the semester. 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, there will be a \$3.00 fee for *each* course added or dropped.

TUITION AND FEES:

Prospective students' Transcript Evaluation for B.A., any credential program, and M.A. ABLE (becomes part of application fee)	\$ 10
Application fee (for each program)	\$ 25
Re-admission fee if not registered for at least 2 units or on leave of absence	\$ 25
Practicum/Student Teaching Application fee for special students only	\$ 25
Tuition: Pacific Oaks credit per unit	\$120
Special Rate: non-Pacific Oaks credit per unit	\$ 65
Late Registration charge	\$ 10
Change of Program (per change)	\$ 3

Student Activity Fee	\$ 10
Workshop fee	\$ 25-\$50
Continuous Registration fee if not registered for at least 2 units in the semester prior to graduation	\$120
Graduation fees:	
B.A.	\$ 10
M.A.	\$ 50
Multiple Subject Credential	\$ 10
5th Year Program	\$ 10
ECSIC	\$ 10
Special Education	\$ 10
Personal copy of thesis (optional)	\$ 11
Transcript fees:	
P.O. Transcript	\$ 2
Other schools - for credential students only, when sent by Pacific Oaks Teacher Preparation and Licensing purposes - per transcript	\$ 1
Credential fees:	
Fisher Renewal	\$ 10
Specialist Credential Competency fee (for each competency)	\$ 65
Business Office fees:	
Charge for returned checks	\$ 10
Finance Charges (per month on unpaid balance)	\$ 1½%

FEEs SUBJECT TO CHANGE WITHOUT NOTICE

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 Friday, November 14, for Fall, and Friday, April 10, for Spring. This contract does not apply to any fees which are payable in full at the time of registration. There is a finance charge of 1½% per month, starting from the day of registration, on the unpaid balance.

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

MAINTAINING ADMISSION - Leave of Absence

To maintain admission to a P.O. degree or credential program you must:

(a) be registered for at least 2 units (or your M.A. project) each semester until graduation. This does not include Summer Session.

OR

(b) be granted a Leave of Absence.

If not registered for at least 2 units (or your M.A. project) in the semester preceding graduation you must pay a Final Semester Registration fee of \$120.

If a Leave of Absence is not in force and/or you are not registered for 2 units of coursework, you must pay a \$25 fee and submit application, name and address for readmission. If you have not attended P.O. within the last 5 years, you need to contact the Admissions Office.

EVALUATIONS: Pacific Oaks no longer issues grades as a means of evaluation. Evaluations will be by written statement.

INCOMPLETES: Students have one year to make up incompletes. At the end of that time the incomplete will be changed to a withdrawal (W). To receive credit for the course, it will then become necessary to register and pay for the course again.

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

FINANCIAL AID CHECKS AND REFUNDS will be available *3 to 4 weeks after registration.*

TUITION REFUND SCHEDULE:

First week of classes	100%
Second week of classes	50%
After the second week of classes	none

FEEs ARE NOT REFUNDABLE.



Photograph by Elizabeth Deardorff

FALL CALENDAR, 1980

June 16 - July 25	*Preregistration for Fall semester
Monday, September 1	Labor Day - School and Offices closed
Friday, September 5	Full Faculty Retreat
Monday, September 8	REGISTRATION: 1:00 - 5:30 PM
Tuesday, September 9	REGISTRATION: 8:30 - 1:00 PM
Wednesday, September 10	REGISTRATION: 9:00 - 5:30 PM
Thursday, September 11	NO REGISTRATION - College Records and Business Office closed
.	CHILDREN'S PROGRAMS ORIENTATION: 9:00 - 3:00 PM
Friday, September 12	NO REGISTRATION - College Records and Business Office closed
.	CHILDREN'S PROGRAMS ORIENTATION: 9:00 - 3:00 PM
Sunday, September 14	COMMUNITY CELEBRATION of BEGINNINGS..... 5:00 - 10:00 PM
Monday, September 15	**College Classes and Children's Programs begin
.	Late Registration begins
.	Special Rate Registration: 8:30 - 4:00 PM
Tuesday, September 16	Special Rate Registration: 8:30 - 4:00 PM
November 7, 8, & 9	BOOKFAIR
Tuesday, November 11	Veterans' Day - School and Offices closed
Thursday, November 27, and Friday, November 28	Thanksgiving - School and Offices closed
Friday, December 19	Last day to Register for MA Projects and Independent Studies
December 22 - January 2	Winter Break
December 25, 26	School and Offices closed
January 1, 2	School and Offices closed
Monday, January 5	Classes and Children's Programs resume
Friday, January 16	Classes and Children's Programs end
Sunday, January 18	GRADUATION
Friday, January 23	Student Evaluations due in College Records

*Preregistration cards only hold your place in class; cards must be picked up and tuition paid during Registration times to complete the Registration process and confirm your classes.

**Dates of Directed Teaching in Public Schools will be announced.
Contact Credential Analyst for further information.

SPRING CALENDAR, 1981

December 1 - January 16	*Preregistration for Spring Semester
Monday, January 26	REGISTRATION: 1:00 - 5:30 PM
Tuesday, January 27	REGISTRATION: 8:30 - 1:00 PM
Wednesday, January 28	REGISTRATION: 9:00 - 5:30 PM
Thursday, January 29	NO REGISTRATION - College Records and Business Office closed
.	CHILDREN'S PROGRAMS ORIENTATION: 9:00 - 3:00 PM
Friday, January 30	NO REGISTRATION - College Records and Business Office closed
.	CHILDREN'S PROGRAMS ORIENTATION: 9:00 - 3:00 PM
Sunday, February 1	COMMUNITY CELEBRATION of Beginnings..... 5:00 - 10:00 PM
Monday, February 2	**College Classes and Children's Programs begin
.	Late Registration begins
.	Special Rate Registration: 8:30 - 4:00 PM
Tuesday, February 3	Special Rate Registration: 8:30 - 4:00 PM
Thursday, February 12	Lincoln's Birthday - School and Offices closed
Monday, February 16	Washington's Birthday - School and Offices closed
April (TBA)	Burgess Lecture
April 13 - April 17	Spring Break!!
Friday, April 17	Good Friday - School and Offices closed
Friday, May 15	last day to Register for MA Projects and Independent Studies
Monday, May 25	Memorial Day - School and Offices closed
Friday, May 29	College classes end!
Friday, June 5	Children's Programs end!
.	Student Evaluations due in College Records
Sunday, June 7	GRADUATION

*Preregistration cards only hold your place in class; cards must be picked up and tuition paid during Registration times to complete the Registration process and confirm your classes.

**Dates of Directed Teaching in Public Schools will be announced.
Contact Credential Analyst for further information.

FALL 1980

WORKING WITH CHILDREN

Children's Programs at Pacific Oaks provide an opportunity to learn how to put oneself 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 a classroom model, 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' roles in schools are 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 are 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 seminar. Attendance at seminars is mandatory, unit credit for seminars is optional.

Fall Orientation for ALL practicum students is September 11th and 12th, 9:00 AM to 3:00 PM.

Spring Orientation for ALL practicum students is January 29th and 30th, 9:00 AM to 3:00 PM.

HD102 Practicum/Seminar: Day Care

Janie Rosenberg 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 years. 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 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 meetings. Since day care is open from 7:30 AM to 6:00 PM, hours are flexible and can be arranged to suit your and our needs. Additional units to be arranged with instructor.

Day care will have Fall and Spring Orientation at the regular Orientation times (see above).

Seminar: 6:00 to 7:30 PM Monday

HP103/203 Practicum/Seminar: 2 Year Olds

Maria Gutierrez 3-6 units

Through an intensive experience with children aged 2 years, 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 practicum.

Fall and Spring:

Practicum: 8:30 AM to 12:30 PM two to five mornings a week

Staff Meeting: daily, after practicum

Staff Seminar: 4:30 to 7:00 PM Monday

Fall Orientation: September 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM

HD105 Practicum/Seminar: 3 to 5 Year Olds

Mae Varon and Cory Gann 3-6 units

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 Meeting: daily, after practicum

Staff Seminar: 4:30 to 7:00 PM Monday

Fall Orientation: September 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM

HD107/207 Practicum/Seminar: Open Classroom-Primary

Nancy Place and Betty Jones 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 includes participation in daily staff meetings and weekly seminar.

Prerequisites: previous experience student teaching or equivalent recommended. Previous or concurrent enrollment is HD218-I 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 AM to 2:30 PM and 8:30 AM to 1:00 PM or by arrangement with teachers.

Staff Seminar: 3:30 to 6:30 PM Monday

Fall Orientation: September 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM

HD116 Practicum/Seminar: Kindergarten

Molly Scudder 3-6 units

This program is designed to prepare children for the first grade in traditional and alternative schools. Use of manipulatives and language experience are part of the foundations of the academic programs. This learning is fostered in a setting which emphasizes self-esteem, peer relationships and social skills.

Fall and Spring:

Practicum: 8:30 to 12:30 two to five days a week

Staff Meeting: daily, after practicum

Staff Seminar: 4:30 to 7:00 PM Monday

Fall Orientation: September 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM

HD177/277 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 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 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM



Photograph by Elizabeth Deardorff

HD182/282 Practicum/Seminar: Program and Environment for Infants and 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 infants and 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

Fall and Spring:

Practicum: 9:00 AM to 1:00 PM
2 to 4 mornings a week

Staff Seminar: 1:30 to 4:30 Wednesday

Fall Orientation: September 11th and 12th, 9:00 AM to 3:00 PM

Spring Orientation: January 29th and 30th, 9:00 AM to 3:00 PM

HD209 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 an 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.

HD209MFCC Graduate Specialized Practicum: Marriage Family and Child Counseling

Barbara Richardson & Staff

Prerequisites: admission to the MFCC program and approval of the MFCC Coordinator and Children's Programs Faculty.

Seminar/practicum in working with preschool and primary-aged children, their families and their teachers. Practicum experiences to include integrating theoretical and experiential data in communicating with young children and adults; assessing individual and group developmental and behavioral processes; learning counseling techniques; and acquiring skills in supporting and counseling young children and adults. Practicum includes individual and group supervision.

One semester, or equivalent.

Seminar/practicum: to be arranged with instructors.

Fee: \$25, no units will be granted.

PUBLIC SCHOOLS: BASIC CREDENTIAL PROGRAM

The Multiple Subject Credential Program prepares students to teach in grades preschool through six. It is open to both undergraduate and graduate students. Through a combination of academic/methods courses and actual teaching experiences, students gain an understanding of how children learn and skills in providing educational environments and experiences that meet their individual and group needs. The program stresses the importance of enhancing a child's self-concept by valuing his/her cultural heritage and providing him/her with appropriate opportunities to successfully explore his/her environment, become a self-motivated learner and a responsible group member. Through placements in diverse socio-economic and ethnic communities, students grow in appreciation for multi-cultural education and develop understanding of and ability to work with children and families of diverse backgrounds.

The following courses constitute part of the Multiple Subject Credential Program requirements. To enroll in them, students must either be admitted to the program or receive the approval of the Coordinator of the program.

Ed115 Audio-Visual Workshop

Evelyn Harris 1 unit

For anyone who wants or needs to know how to operate a variety of audio-visual equipment. Learn the fundamentals of overhead, opaque, movie, filmstrip and slide projectors; experiment with tape recorders; try some videotaping; make your own transparencies and visual aids. Fulfills the requirement for audio-visual competency for teaching credential.

9:00 AM to 5:00 PM, Saturday, November 15th & 22nd.

Ed143-I Seminar in Elementary Curriculum: Reading including Phonics, Social Studies/Multi-Culture

Julie Washington 3 units

Curriculum development is analyzed as a multi-faceted process, including implications of developmental theory, learning styles, research, socio-cultural and family influences and expectations. Emphasis will be on "tailoring curriculum to" rather than "imposing it on" children. Curriculum areas of reading and social studies within a multi-cultural and non-sexist perspective will be focused on.

4:30 to 7:00 PM, Thursday.

Ed143-II Workshop in Elementary Curriculum: Math, P.E., Psycho-Motor, Health

Michael Smith 2 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.

Prerequisite: Ed143-II to be taken concurrently with student teaching

Workshop fee: \$35.00

4:30 to 7:00 PM, Tuesday.

Ed152K,P,U Practicum/Seminar: Directed Teaching in Public Elementary School

Polly McVickar 4-5 units

Ed152K, Kindergarten; Ed152P, Primary; Ed152U, Upper Elementary. Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential programs. Weekly school site seminar with supervisor by arrangement.

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.

CHILDREN WITH SPECIAL NEEDS IN A CLINICAL SETTING

HD180/280A Practicum/Seminar: Therapeutic Nursery School

HD180/280A-I

Julia Ann Singer Preschool 3-6 units

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of a 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: Julia Ann Singer Preschool Psychiatric Center
8730 Alden Drive, Los Angeles 90048

Practicum: AM Nursery School, Gin Maass
8:30 AM - 2:30 PM, 3 days/week
PM Nursery School, JoAnn Scrivner
12:45 - 4:30 PM, 3 days/week

Staff Meeting: to be arranged.

HD180/280A-II

Los Angeles Child Guidance Clinic 3-6 units

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of a 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, CA 90007
749-4111

Enrollment limit: 4

Times by arrangement between 9:00 AM and 12:15 PM
Tuesday through Friday.

Supervision: 12:30 to 1:00 PM.

HD280A-III

Cheerful Helpers Preschool *15 units

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

The Child Development Specialist 11-month internship at Thaliens Community Mental Health Center includes: nursery school practicum with developmentally-at-risk young children (toddlers through preschool); observations of individual child therapy, and family diagnostic interviews; related seminars; individual and small group supervision; and field placement work. A psychodynamic and psycho-educational approach is utilized.

Practicum: 8:30 AM to 12:30 PM, 2-4 days/week, OR
12:30 PM to 4:30 PM, 2-4 days/week.

Seminars: to be announced.

Enrollment limit: 9 full-time students, and
4 part-time students.

Contact: Nikola Trumbo
Cedars-Sinai Medical Center
Cheerful Helpers Preschool Center
P.O. Box 48750, TCMHC Plaza Center
Los Angeles, CA 90048
(213) 855-4562

*may be applied toward Pacific Oaks M.A. degree.

HD180/280B Practicum/Seminar: Therapeutic Day Treatment Center

Pasadena Child Guidance Clinic 3-6 units

Sylvia Wald and staff

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

A practicum in working with preschool and primary aged children with emotional problems and learning disorders. 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. Practicum experiences to include integrating theoretical and experiential data in assessing young children, learning therapeutic techniques.

Location: Pasadena Child Guidance Clinic
62 Hurlbut Street
Pasadena, CA 91105

Enrollment limit: 5

Practicum: 5 hours per week, by arrangement
1 hour group supervision.

HD180/280C Practicum/Seminar: Psychotherapy with Elementary School-Age Children

Thaliens 4 units

Hermine Kovacs

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 constellations. Two practicum experiences include: 1) individual work with 5 children each week, plus 1½ hours group supervision weekly; and 2) 2 days per week in the classroom of Thaliens Day Treatment Center Day School for emotionally disturbed children and their families, plus 1½ hours group supervision weekly.

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

Practicum: Days and times to be arranged with instructor.

HD289 Learning in the Young Child

Marillyn Lebow and Susan Schuster 2 units

A general overview of the field of Special Education. The focus is on presenting the theoretical background and applying that information to the children in the Julia Ann Singer Preschool Center Classroom. The course includes discussion of the following topics: developmental assessments, curriculum planning, behavior management techniques, and learning disabilities in young children.

Tuesday, 11:30 - 12:30, Marillyn Lebow

Thursday, 10:30 - 11:30, Susan Schuster

Location: Julia Ann Singer Preschool Psychiatric
Center
8740 Alden Drive
Los Angeles, CA 90048

SPECIAL EDUCATION CREDENTIAL PROGRAM

- A) Learning Handicapped Specialization and/or
- B) Severely Handicapped Specialization

Available are thirty-four units of course work for each credential. Some of the courses are designed to meet competency requirements in both the Learning and Severely Handicapped authorizations. Courses include prerequisite, generic and specialization work. The Special Education Credential requires two direct teaching practica in both public and private school placements, a total of 500 supervised hours. Consideration and credit for prior work in the field with documentation will be evaluated prior to admission to the program.

A basic teaching credential, which is required, may be earned concurrently.

These courses are designed to meet the requirements for the Ryan Special Education Credentials for the Learning and Severely Handicapped.

SpEd236 Assessment, Individualized Instruction and Accommodating Environments for Exceptional Children

Sandra Borenstein 3 units

This course will cover the history and principles and methodology of testing and evaluation through study of the literature in the field. Attainment of competent observational skills. Utilization and development of screening procedure for early identification of exceptional children. Development of appropriate instruments to assess the physical, cognitive and social/emotional developmental level of young children. Appropriate ways of recording data. Ability to assess the difference between physical, emotional, neurological and cultural difficulties in order to provide the least restrictive environment for each child.

Enrollment limit: 25

4:30 to 7:00 PM, Wednesday.

SpEd243-II Teaching the Learning Handicapped: Psycho-Motor Realm

SpEd244-II Teaching the Severely Handicapped: Psycho-Motor Realm

Judy Altzman 2 units each

Knowledge and utilization of perceptual-motor and movement planning and implementation. Knowledge of perceptual 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 effective-

ness. Knowledge of psycho-motor and movement curricula.

Enrollment limit: 25

4:30 to 7:00 PM, Monday.

SpEd252 Public School Law, Ethics and Administration

Frances Liao

2 units

Understanding Federal Law 94-142, State Law Title 5 and local legislation as they apply to the rights of children, their parents, school personnel and other professional. A review of child abuse laws and regulations, professional ethics and administrative policy within the school framework.

Enrollment limit: 25

4:30 to 7:00 PM, Tuesday.

SpEd257 Directed Teaching: Learning Handicapped

SpEd258 Directed Teaching: Severely Handicapped

Judith Ariel

4 units each

Teaching in special classroom for the learning or severely handicapped or in mainstreaming settings. Learning and demonstrating teaching skills in working with exceptional children, their families and professional persons. Planning and implementing appropriate individualized instructional programs in modevational as well as least-restrictive environments. Providing a supportive climate for growth in interpersonal relationships. Evaluation of recording and reporting on children's progress and program effectiveness.

Prerequisites: Admission to the Special Education Credential Program. Concurrent enrollment or previous completion of SpEd243-I or SpEd243-II, or SpEd244-I or SpEd244-II. Previous teaching experience with normal children required.

Hours: 16 hours per week in classroom, in addition to preparation and conference time and attendance at appropriate school functions, conferences and home visits.

Site arrangement to be determined to advisor prior to registration.



Photograph by Elizabeth Deardorff

Special Education Program

Judith Ariel

3-8 units

Enrollment in the Special Education Program 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, 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. Program requirements: attendance at weekly seminars, usually concurrent with a practicum or directed teaching and academic work as determined by the student and program advisor.

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

Enrollment limit: 25

Course equivalents: SpEd260
SpEd261

-for course descriptions, see next column.

4:30 to 7:00 PM, Thursday.

SpEd260 Introduction to the Exceptional Child

Judith Ariel

3 units

This course will cover the analysis of theories and research. Knowledge of the causes of learning handicaps of the communication, physically, learning and severely handicapped. Recognition of behavioral commonalities among exceptional children including the gifted. Overall knowledge of various learning theories and their application to special education. Ability to identify different disability groups by appropriate assessment measure.

4:30 to 7:00 PM, Thursday.

SpEd261 Working with Exceptional Children and their Families

Judith Ariel

2 units

Understanding and assessment of motivational aspects of development. Application of appropriate intervention in inter-personal interactions of pupils and adults. Curriculum planning in the affective realm. Developing skills in counseling parents including the interpretation of assessments, program goals, community resources and parent advocacy. Parent meetings and developing a parent education program. Helping parents understand the stages of acceptance, family dynamics and discovery of their own inner resources. Ethical considerations of teachers and development of self-evaluation and self-improvement strategies.

4:30 to 7:00 PM, Thursday.



Photograph by Elizabeth Deardorff

SpEd292 Independent Study

Staff 1-3 units

Available to graduate students who have fulfilled program requirements and need a course for certification completion. Approval of advisor needed before registration.

HUMAN DEVELOPMENT THEORY UNDERGRADUATE LEVEL

HD112/212 Children Under Stress

Bunny Rabirotff 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." I 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.

7:30 to 10:00 PM, Thursday.

HD115 Observing and Recording Behavior

Bunny Rabirotff 3 units

Jean Piaget suggests that the more a child sees, hears, experiences and is helped to interpret, the more the child learns. It follows that the more an adult sees, hears, experiences and interprets, the more an adult learns. There are tools that aid in the acquisition of good observing skills.

This class will examine and use a number of observational methods to develop a broad repertoire of data-collecting ideas, and the semester's work will include a ten-week study of a child. Each student will select a particular child: a special-needs child, a child presenting some developmental question, a child interesting to the student because of ethnicity, economic class, ordinal position, the fantasy expressions of this child, etc.

We will work together sharing material and analyzing critically as we develop subtle and discreet skills!

10:00 AM to 12:30 PM, Monday.

HD137/237 Human Sexuality

Kathleen Larkin 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, alternative life-styles, current sex research and therapy. Attendance required.

7:30 to 10:00 PM, Monday.

HD147 The Earliest Years

Molly Noxon 3 units

Conception, pregnancy, birth through three years of age. An interdisciplinary examination of the critical first months and years of life.

4:30 to 7:00 PM, Thursday.

HD148 Authentic Infant - Competent Care

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 to 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: sensory-motor development, manipulation, human relationships and problem-solving; infants', parents' and carers' needs; what is an educator; how, what and when do infants learn; how, what and when to teach; effects of environments ranging from neglectful to over-stimulating. Instruction will include lectures and discussion. Students will observe environments where infants are reared; discussions and evaluations will follow. Films (including the unique Loczy movies) and other audio-visual materials which are available only through Mrs. Gerber will be shown.

6:30 to 9:30 PM, Tuesday,
October 7, 14, and 21, and
9:30 AM to 5:00 PM, Saturday,
October 25.

HD160 Introduction to Research

Jerry Ferguson 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

1:30 to 4:00 PM, Wednesday.

HD198 Assessment of Experience

Judith Meyer 3 units

This class 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 the instructor.

7:30 to 10:00 PM, Monday.

HUMAN DEVELOPMENT THEORY GRADUATE LEVEL

HD200 Human Development: The Early Years

Liz Prescott 3 units

Concepts, issues, trends and reviews 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.

7:30 to 10:00 PM, Thursday.

HD202 Crises of Maturity

Carroll Borland-Parten 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 parti-

cipants. Readings will be in fact and fiction. Fulfills requirement for HD101/201.

Prerequisite: HD100/200 or consent of the instructor.

Enrollment limit: 25

4:30 to 7:00 PM, Tuesday.

HD218-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 relationships 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

7:30 to 10:00 PM, Tuesday.

✓ HD221-I & II Theories and Practice of MFCC

Fall: Jean Barrett 3 units
Spring: Barbara Richardson 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.

Enrollment limit: 25

Fall: 10:00 AM to 12:30 PM, Wednesday.

Spring: 4:30 to 7:00 PM, Wednesday.

✓ HD235 Social Environments of Human Growth and Development

Barbara Richardson 3 units

This course will examine various "therapeutic human services" programs: their histories, philosophies, program designs, goals, and service-delivery methodologies - their relevance to and impact upon the human growth and development of diverse individuals and groups within our society. We will focus on the impact of normative value psychology on our assessments, diagnoses and treatment plans for individuals, groups and their socio-cultural environments. This course is designed to help students broaden their perceptions of and increase their sensitivity to differences in socio-cultural realities. Emphasis will be placed on learning how to differentiate between supportive and/or handi-

capping external environments and therapeutic techniques and developing the skills and techniques necessary for the enhancement of human services environments. This is a required course for the MFCC program.

Enrollment limit: 25

4:30 to 7:00 PM, Wednesday.

HD240 Models and Methods of Parent Involvement

Ruth Beaglehole

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 three units is dependent on fieldwork, to be arranged with instructor.

4:30 to 7:00 PM, Tuesday.

HD242 Day Care as a Child-Rearing Environment

Liz Prescott

3 units

A review of the research on day care, the forms which it can take, consideration of its inevitable constraints. Students will be asked to focus on issues of quality of life in a child-rearing environment for children, parents and staff. Term project offers the opportunity to work with the instructor on a research project or to develop a term project in the area of one's own interest.

7:30 to 10:00 PM, Wednesday.

HD248 Planning Environments for Young Children

Liz 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 the 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

1:00 to 3:30 PM, Tuesday.

HD251 Shadow Studies

Staff

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 redefining thought, play, motion and dance in human development.

Times to be arranged with sponsoring instructor.

HD261 Communication Alternatives to Written Research

Jerry Ferguson

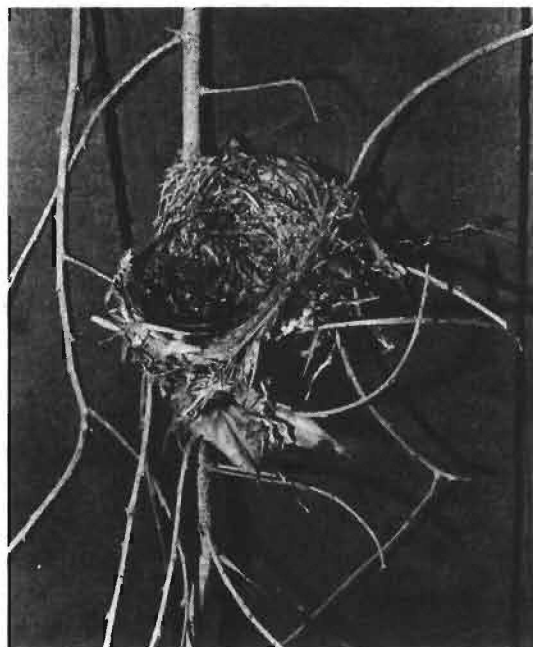
3 units

An emphasis on alternatives to inquiry and research-reporting. Exploration into communication processes, i.e., film, print-making, tape, art, poetry, multi-media 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: \$50.00

4:30 to 7:00 PM, Thursday.



Photograph by Elizabeth Deardorff

HD262 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.

7:30 to 10:00 PM, Tuesday.

HD269 Personality Theory and Clinical Intervention

Ian Russ

3 units

This course is designed to explore various personality theories and study their logical conclusions in psychotherapy. Therefore, each theory will be followed by clinical case discussion, usually chosen from that theorist's writings. In cases where testing material or research techniques were developed from the theory, study of these materials will replace clinical material. Active student participation and preparation is essential.

10:00 AM to 12:30 PM, Monday.



Photograph by Elizabeth Deardorff

HD292 Independent Study

1-3 units

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until December 19, 1980 for Fall semester, and May 15, 1981 for Spring semester. An independent study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

HD299 Master's Projects

3-6 units

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place until December 19, 1980 for Fall semester, and May 15, 1981 for Spring semester. An approved advancement to candidacy form must be presented at the time of registration.

ARTS AND LANGUAGE

AHD105 Painting and Drawing

Karen Neubert

3 units

Direct experience in painting and drawing for teachers and students becoming teachers. Class to be held in artist's studio. Some independent work outside of class will be required.

1:00 to 3:30 PM, Thursday.

AHD107 Aesthetics and Human Development

Sue Dakin

3 units

Students will examine these questions: What is the meaning of art in contemporary America? What is the function of art in Western culture, or in traditional and ancient cultures? What is the effect of aesthetic experience on early childhood development? On later human development? Selected readings in anthropology, philosophy, art therapy, and artists' letters and diaries. Class discussion. Daily non-verbal journal will be required. Attendance at selected LA area art events. Examination or paper.

7:30 to 10:00 PM, Tuesday.

La245 Mythology and Folklore

Polly McVickar

3 units

Reading in world mythology, comparison of basic universal themes. Recognition of collective imagery and fantasy as these give meaning and purpose to life, both past and present. Study of folktales from all countries significant in classroom experiences in literature and social studies. Films, readings and field trips will be included.

Enrollment limit: 25

1:30 to 4:00 PM, Tuesday.

INTEGRATED STUDIES AND CORES

Program A: The Early Years: Theory and Observation

Betty Jones & Bunny Rabirotff 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

1:00 to 4:00 PM, Tuesday.

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 and/or developing imagination to enhance daily living. Recognition of the innate creative drive of people of all ages, the significance of imaginative exploration and discovery for each individual, as well as during a school program. Imaginative directions in all areas: art, poetry, language, books, music, rhythm and science.

Acquaintance with the humanities through knowing the work of artists, writers and musicians as part of curriculum. Discussion of basic issues of today: conformity, non-conformity, limits, values, and the importance of choices.

Course equivalents: Ed253 Advanced Seminar/Workshop
in Environmental and
Curricular Development
Sci144 Science for Children
HU142 Art for Children
HU143 Music and Movement
for Children
La141 Language and Literature
for Children

Workshop fee: \$50.00

9:00 AM to 5:00 PM, Saturday, in Malibu.

Starts: Fall, October 4, 1980.

Spring, February 21, 1981.

Program W: Women's Studies

Judith Meyer & Molly Noxon 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 conscious-

ness-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 a Social Setting
HD143 Growing Up Female
HD144 Choice of Lifestyles

12:30 to 4:00 PM, Friday.

Leadership in Education: Administration and College Teaching

Karen Fite and Betty Jones 3-6 units

Identification of competencies important in working with adults as an administrator, supervisor or teacher in human development programs. Emphasis on communication skills and group process, organizing strategies and issue advocacy, understanding of socio-cultural systems and adults as learners. Students enrolling for 3 units are expected to attend the full 4-hour sessions, which include a potluck supper. Students enrolling for 6 units attend the sessions and do fieldwork.

4:30 to 8:30 PM, Wednesday.

Parent/Community Core

Judith Meyer 3-6 units

Competencies necessary for working with parents in school, child care, preschool and parent education settings will be identified and developed. Issues that arise in fieldwork settings - parent-teacher relationships, leadership/facilitation styles, teaching methodology, parent-professional value conflicts and adult growth processes - will be explored. Analyzing parenting from a socio-political perspective, the role of the Parent/Community Worker and the "pros and cons" of parents and professionals sharing power will be an emphasis. The core includes fieldwork in school/child care settings and parent education classes.

Prerequisite: Graduate standing and consent of advisor.

5:00 to 9:00 PM, Thursday.

FALL SPECIAL OFFERINGS

HU154 Guest Artists at Pacific Oaks

1 unit

CREATIVE MUSIC/MOVEMENT, AND
CREATIVE DRAMATICS FOR THE CLASSROOM TEACHER

Develop your skills to encourage young children's imaginative exploration and discovery in all areas of the elementary and preschool curriculum:

--through music and movement with
ELLA JENKINS

--through theater games, improvisations, story-telling, pantomimes, poems, with
DORIS MARTIN

Expand your own creative potential -- trust your imagination!

ELLA JENKINS is from Chicago. She received her degree from San Francisco State College majoring in sociology and child psychology. Since 1956 music has been her full-time job. She has recorded 22 record albums, most of them for children, as well as making many television appearances. She has conducted countless workshops and sing-alongs across this country and abroad. She feels music should be an adventure for children and states: "I don't use music as just an entity in itself but as a vehicle to help children learn, to build their self-esteem. The whole idea is to stimulate them to listen."

DORIS MARTIN has a B.A. from Stanford and an M.F.A. from the University of Texas. She has taught Yoga for the Blaisdell Institute at Scripps and Claremont Colleges as well as other places. She served as Director of the Creative Dramatics Workshop in Austin, Texas, and most recently has been a visiting faculty member at Pacific Oaks. As a professional actress, Doris has had many and varied roles both in theater and television.

Saturdays, November 8 and 15, 1980.

Ella Jenkins - November 8, 10:00 - 12:00 AM.

Doris Martin - November 15, 9:00 AM - 5:00 PM.

Community Room
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

Limited enrollment: 55

COST AND REGISTRATION:

\$120.00 - Pacific Oaks credit

\$ 65.00 - Special Rate, non-Pacific Oaks credit

Students must register for this workshop during the regular registration dates:

For Pacific Oaks credit:

September 8 1:00 to 5:30 PM

September 9 8:30 to 1:00 PM

September 10 9:00 to 5:30 PM

For Special Rate credit:

September 15 8:30 to 4:00 PM

September 16 8:30 to 4:00 PM

After registration has taken place, people wanting to participate in the workshop on a "no-credit", "no transcript" basis may pay a \$20.00 fee at the door, providing there are spaces available. It is important to notify College Records if you want to attend for the \$20.00 fee, as they will keep a record and will fill the workshop on a first-come, first-served basis. This fee is for the Ella Jenkins workshop *only*.

Contact College Records for further registration information.

Film, Color and Culture

Dorothy Garcia

This class surveys the role of media (specifically, but not exclusively, films) of Third World peoples. Cultural stereotypes, social movements, sexual type-casting will be explored as well as positive and liberating images of Third World persons.

Fall: 7:30 to 10:00 PM, Thursday.

This class is open for community participation at no cost. Students wishing to take it for either Pacific Oaks (1-2 units) credit or Special Rate credit can do so through an Independent Study with Dorothy.

HD293-I & II High/Scope Cooperative Master's Program

High/Scope Foundation

16 units

The High/Scope portion of the Pacific Oaks-High/Scope Master's Program has three components: practica, seminars and student projects. A *practicum* is experience with children, teachers, and parents in a High/Scope program. The student may choose between a major practicum focus on preschool or elementary education or a broader focus on both levels. A *seminar* is a meeting of students led by Foundation staff. Students attend all of the seminars listed, bringing their different practicum experiences to bear and thereby maintaining a broad experiential base for theoretical discussion. A *student project* is self-directed work towards a goal specified by the student, in consultation with a member of the Foundation staff.

-for more information on the High/Scope Foundation, see page 5.

SPRING 1981

All PROGRAM DESCRIPTIONS are listed at the beginning of each section under the Fall listings.

WORKING WITH CHILDREN

For all information regarding practica in the Pacific Oaks Children's Programs for Spring 1981, see pages 13 and 14.

PUBLIC SCHOOLS: BASIC CREDENTIAL PROGRAM

Ed115 Audio-Visual Workshop

Evelyn Harris 1 units

-for course description, see page 15.

9:00 AM to 5:00 PM, Saturday,
March 28, 1981 and April 4, 1981.

Ed131 Introduction to Public School

Mio Polifroni 2-3 units

Public school law, administration and programs, including those relating to special education; parent involvement and rights, including due process/fair hearing; personnel policies and teachers' rights and responsibilities; community make-up and resources; educational alternatives and current issues; lesson plans and T.E.P.'s. Observations and participation experiences by arrangement.

4:30 to 7:00 PM, Tuesday.

Ed143-I Seminar in Elementary Curriculum: Reading including Phonics, Social Studies/Multi-Culture

Julie Washington 3 units

-for course description, see page 15.

4:30 to 7:00 PM, Thursday.

Ed152K,P,U Practicum/Seminar: Directed Teaching in Public Elementary School

Polly McVickar 4-5 units

Ed152K, Kindergarten; Ed159P, Primary, Ed152U, Upper Elementary. Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential program. Weekly school site seminar with supervisor by arrangement.

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.

Ed239 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 lectures, discussion, field observation and interview tasks with people who are parenting and involved in different aspects of parent work.

1:30 to 4:00 PM, Wednesday.

CHILDREN WITH SPECIAL NEEDS IN A CLINICAL SETTING

For all information regarding practica with children with special needs in a clinical setting, see pages 15 and 16.

SPECIAL EDUCATION CREDENTIAL PROGRAM

SpEd237 Early Identification and Program Planning for the Learning Handicapped

SpEd238 Early Identification and Program Planning for the Severely Handicapped

Staff 2 units each

This course will cover the ability to assess the developmental (intellectual, social, perceptual, physical and emotional) level of learning and severely handicapped children. Knowledge of psychological, genetic, physiological, social and cultural causes of disabilities. Ability to observe, assess and use observational data. Ability to develop instructional programs appropriate to learning and severely handicapped needs in individualized program.

Enrollment limit: 25

4:30 to 7:00 PM, Wednesday.

**SpEd243-I Teaching the Learning Handicapped:
Cognitive Realm**

**SpEd244-I Teaching the Severely Handicapped:
Cognitive Realm**

Judy Altsman

2 units each

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

Enrollment limit: 25

4:30 to 7:00 PM, Monday.

**SpEd252 Public School Law, Ethics
and Administration**

Frances Liau

2 units

-for course description, see page 17.

Enrollment limit: 25

4:30 to 7:00 PM, Tuesday.

SpEd257 Directed Teaching: Learning Handicapped

SpEd258 Directed Teaching: Severely Handicapped

Judith Ariel

4 units each

-for course description, see page 17.

SpEd260 Introduction to the Exceptional Child

Judith Ariel

3 units

-for course description, see page 18.

4:30 to 7:00 PM, Thursday.

**SpEd261 Working with Exceptional Children
and their Families**

Judith Ariel

2 units

-for course description, see page 18.

4:30 to 7:00 PM, Thursday.

Special Education Program

Judith Ariel

3-8 units

-for course description, see page 18.

4:30 to 7:00 PM, Thursday.

HUMAN DEVELOPMENT THEORY UNDERGRADUATE LEVEL

HD100 Human Development: The Early Years

Molly Noxon

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.

4:30 to 7:00 PM, Tuesday.

**HD149 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 the disturbed child and the 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.

6:30 to 9:30 PM, Tuesday,
February 10, 17 and 24, and

9:30 AM to 5:00 PM, Saturday,
February 28.

HD157 Integrating Mind and Body

Judith Meyer

3 units

This class has emerged from interest in recent research on the expansion of the human potential and new learning in the areas of holistic health, altered states of consciousness and mind/body/feeling relationships. Personal growth must start with the self; topics to be discussed will include: meditation, nutrition, self-healing, body awareness, expression of feelings, health, communication, balance and how these interface and interrelate. Goals are to achieve more high-level functioning, more active participation in the shaping of our futures, and more conscious conceptualization of our social institutions to bring care/fulness to mind and body, and mind/fulness to living.

This class can meet the credential requirement for health and can be counted as science units.

1:30 to 4:00 PM, Wednesday.

HD197 Women in Relationships: Women and Power

Molly Noxon

3 units

An experiential class exploring the issues of working women in "helping professions". How do we establish new intimate relationship models, while pursuing career goals? Designed for women who have already investigated feminist issues, we will form a supportive network to exchange information and ideas about relationships and developing personal power.

4:30 to 7:00 PM, Thursday.

HUMAN DEVELOPMENT THEORY GRADUATE LEVEL

HD201 Human Development: The Later Years

Jerry Ferguson

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 the instructor, will be based on self-evaluation and contribution to the class.

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

7:30 to 10:00 PM, Wednesday.

HD206 Group Processes

Judith 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.

7:30 to 10:00 PM, Thursday.

HD210 Childhood in Various Cultures

Bunny Rabirotff

3 units

The study of the broad range of human behavior related to child-rearing, especially as it pro-

vides perspective of one's own culture. Significance of culture patterns in personality development as well as methods of child-rearing practices in simple and complex cultures will be considered.

Prerequisites: HD100 or HD200 or cultural anthropology.

Enrollment limit: 25

7:30 to 10:00 PM, Thursday.

HD214 The Uses of Metaphor

Liz Prescott

3 units

An examination of metaphor with opportunities to explore and play with its meaning and uses over the life cycle. Ample opportunities to read children's literature, myths and fairy tales and to examine the varied reactions which they invoke in people of all ages.

10:00 AM to 12:30 PM, Thursday.

HD218-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.

Prerequisite: HD218-I Introduction to Piagetian Theory, or equivalent course approved by instructor.

7:30 to 10:00 PM, Wednesday.

HD219 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

4:30 to 7:00 PM, Monday.

HD221-I & II Theories and Practice of MFCC

Fall: Jean Barrett

3 units

Spring: Barbara Richardson

3 units

-for course description and times, see page 20.

Note: this is the second semester of a one-year course.

HD224 Practicum: Marriage, Family and Child Counseling

Kathleen Larkin 3 units

Qualified experience in the practice of marriage, family and child counseling. To be taken concurrently with HD221-II. Students are responsible for arranging their own fieldwork with qualified supervision for at least 10 hours per week. Cases and audio tapes will be reviewed in class.

7:30 to 10:00 PM, Monday.

HD238-I Psychopathology: Childhood

Ian Russ 3 units

This course will explore abnormal processes of human development, combining intrapsychic, interpersonal and developmental problems. Topics include: infant disorders, childhood neuroses and phobias, childhood psychoses, child abuse, and hospitalization. For each category of distress, various approaches towards diagnosis, etiology and treatment will be explored.

Prerequisites: HD269 Personality Theory and Clinical Intervention, and HD100/200 Human Development: The Early Years (may be taken concurrently with HD238-I).

HD251 Shadow Studies

staff 2-6 units

-for course description, see page 21.

HD260 Testing, Measurement and Research

Jerry Ferguson 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

1:30 to 4:00 PM, Thursday.

HD262 Advanced Problems in Research

Jerry Ferguson 3 units

-for course description, see page 22.

7:30 to 10:00 PM, Tuesday.

HD292 Independent Study

1-3 units

-for course description and registration times, see page 22.

HD299 Master's Projects

3-6 units

-for course description and registration times, see page 22.

ARTS AND LANGUAGE

AHD107 Aesthetics and Human Development

Sue Dakin 3 units

-for course description, see page 22.

7:30 to 10:00 PM, Tuesday.

AHD205 Children, Painting and Clay

Karen Neubert 3 units

Direct art experience with children and the artist-in-residence at Pacific Oaks Children's School. Discussion, readings and some independent work will be required.

Prerequisite: AHD105 Painting and Drawing, or consent of the instructor.

La138/238 Communication Skills and Individual Dynamics

Barbara Richardson 3 units

Course focuses on the use and misuse of language, cross-cultural communication and person-to-person

listening and "hearing" tools from various theoretical systems for understanding individual dynamics. Alternative ways of thinking and behaving which are dysfunctional for the individual are explored. Credit toward Human Development Major and MFCC coursework.

4:30 to 7:00 PM, Monday.

La142 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 illustrations for children by class participants.

1:30 to 4:00 PM, Tuesday.

La202 Problems and Process of Writing

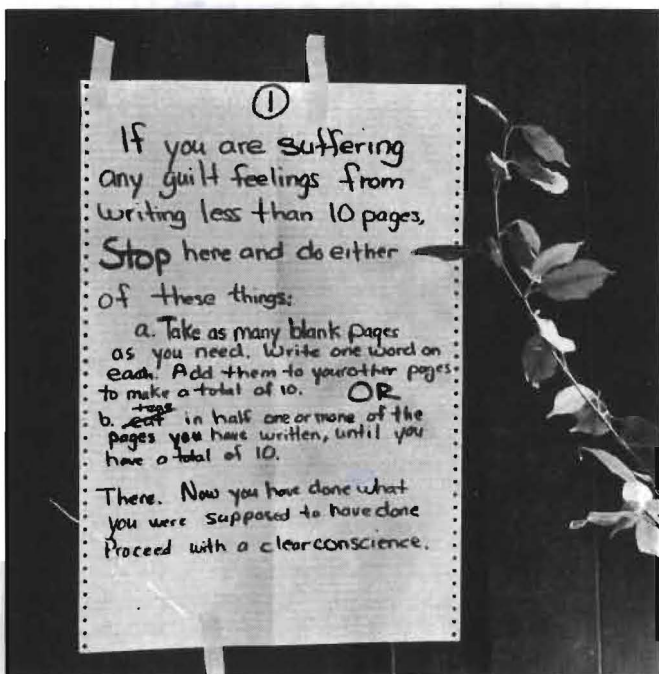
Betty Jones

3 units

This course is designed to help those who want to be able to write well, eliminate blocks and develop skills. The course will deal with the factors which have made you believe that you can't write. 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.

Enrollment limit: 20

1:30 to 4:00 PM, Thursday.



Photograph by Elizabeth Deardorff

INTEGRATED STUDIES AND CORES

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

Louise Derman-Sparks and
Toni Darder

3-9 units

"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 services 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.

Students wishing to apply 3 units of credit towards a directed research project may register for:

HD243 Research on Children's Racial Identity

A research project designed to investigate how young children learn about their own and others' racial identity. This is open to Program E students *only*, and must have the consent of the instructor.

Course equivalents: HD122 School and Society
HD243 Research on Children's Racial Identity
HD256 Working with Culturally Diverse Parents
Ed156 Parent/Teacher/Community Interaction

4:30 to 9:30 PM, Thursday.

Program G: The Later Years: Human Development and Research

Liz Prescott and Bunny Rabirotff

3-6 units

This integrated study is designed to explore and develop competences 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 Early Years
HD120 The Family
HD160 Introduction to
Research

1:00 to 4:00 PM, Tuesday.

Program L: Imagination in the Classroom

Polly McVickar 3-6 units

-for course description, see page 23.

Program W: Women's Studies

Karen Fite and Liz Prescott 3-6 units

-for course description, see page 23.

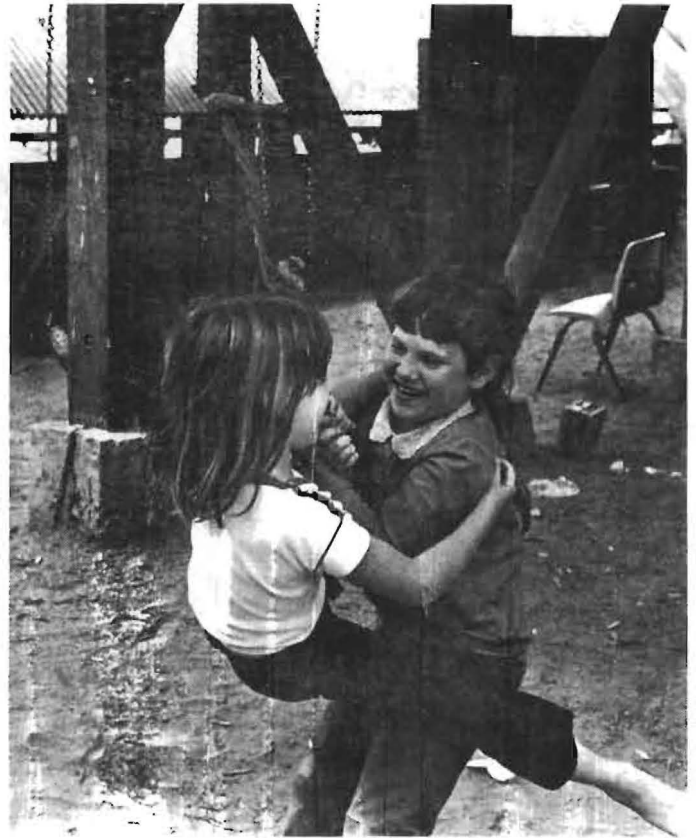
12:30 to 4:00 PM, Friday.

**Leadership in Education: Administration and
College Teaching**

Betty Jones and Mio Polifroni 3-6 units

-for course description, see page 23.

4:30 to 8:30 PM, Wednesday.



Photographs by Elizabeth Deardorff

MASTER'S PROGRAM AND SPECIALIZATIONS

Within the Master's in Human Development at Pacific Oaks, students may choose to work toward a specific specialization. We currently offer specializations in:

- Marriage, Family and Child Counseling
Barbara Richardson, advisor.
- Parent/Community Work
Judith Meyer, advisor.
- Administration
Karen Fite, advisor.
- College Teaching
Betty Jones, advisor.

Additionally, we anticipate developing specializations in Day Care, Work with Infants and Toddlers, and Women's Studies, and encourage Master's students to design their own specializations in these areas through independent work with a faculty advisor: Day Care, Liz Prescott; Infants and Toddlers, Molly Noxon; Women's Studies, Karen Fite; Early Childhood Education, Betty Jones.

Students who complete a specialization will receive an M.A. in Human Development with a particular specialization listed on their transcript and diploma.

Thirty units are required at Pacific Oaks for the M.A. degree; additional units are required of students in the MFCC and ABLE programs.

Marriage, Family and Child Counseling

Barbara Richardson, advisor

We do not give a degree in Marriage, Family and Child Counseling. We do offer courses that satisfy an equivalency degree program with our Master's in Human Development, with competency and courses completed in the following required content areas as set forth in amended Section 1830, Education, of the Business and Professions Code: human biological, psychological and social development; human sexuality; psychopathology; cross-cultural mores and values; theories of marriage, family and child counseling; professional ethics and law; human communication; applied psychotherapeutic techniques of marriage, family and child counseling; survey of psychological testing; research methodology and practicum in MFCC. Students are required to arrange for their own supervised hours of experience as required in amended Section 1833. For specific details, see California Education Code sections 1805 to 1846.

Students wishing to earn the equivalency degree in MFCC must be admitted to the MFCC Program, which requires an admission application separate from the M.A.

Pacific Oaks offers the following courses as part of its MFCC equivalency degree program:

- HD200 Human Development: The Early Years
- HD201 Human Development: The Later Years
- HD237 Human Sexuality
- HD269 Personality Theory & Clinical Intervention

- HD267-I Psychopathology: Childhood
- HD267-II Psychopathology: Adulthood
- HD234 Social Environments of Human Growth and Development
- HD221-I Theories of MFCC
- HD221-II Practice of MFCC
- La238 Communication Skills & Individual Dynamics
- HD260 Testing, Measurement & Research
- HD224 Practicum: Marriage, Family and Child Counseling
- HD209MFCC Graduate Specialized Practicum.

Parent/Community Work

Judith Meyer, advisor

The Parent/Community Work Program is designed to prepare students to offer parent education programs and to facilitate parent involvement in schools and child care settings - in each case with the emphasis on the parents' needs, values and expectations. Major questions which are addressed during the program are: what are effective models and structures that allow parents and professionals to share power? Can support systems be developed to help parents nurture themselves so they can better nurture their children? What are the socio-political forces that impact on families and parenting and what can be done about them? What is the role of the "new professional" if not to be an "expert"? How can the professional support a parent when the two have a conflict in values? How can parent education and support be offered that respect the family's culture, lifestyle and/or class?

The uniqueness of this program was affirmed at an Office of Education Seminar on Parenthood Education in Washington, D.C. in March 1978. Although other colleges offer courses and/or services to parents, Pacific Oaks was the only one represented that had developed an over-all framework detailing "What one needs to know to work with parents in a variety of settings and situations." Most students do half of their course work focused on parents, either in the field or in classes. The other classes are chosen from the general Human Development offerings. The required courses are:

- Parent/Community Core
- HD240 Models and Methods of Parent Involvement
- Ed239 Politics of Parenthood

Leadership in Education

Many students at Pacific Oaks are interested in increasing their competence in working with adults and ability to exercise a leadership role in program administration, program development and advocacy of public policies benefiting children, families, women, ethnic minorities, and human rights in general, and in teaching in colleges, adult education, or parent groups. Field work opportunities are available in a wide variety of settings. Seminars provide an opportunity for sharing experiences, examining issues, and developing theoretical understanding.

Administration

Karen Fite, advisor

Required courses for the Administration specialization are:

2 semesters of the Administration (Leadership in Education) Core, or
1 semester of the Core plus 1 semester of an alternate Administration class, plus:
HD251 Shadow Study
Practical training/fieldwork as arranged with advisor.

College Teaching

Betty Jones, advisor

Required courses for the College Teaching specialization are:

2 semesters of the College Teaching (Leadership in Education) Core
Practical training/fieldwork as arranged with advisor
Other coursework in area of desired teaching.



Photograph by Elizabeth Deardorff

PACIFIC OAKS FACULTY

FACULTY

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KAREN NEUBERT

Post-Graduate work, UCLA. M.F.A. Otis Art Institute. B.A. Stanford University. Undergraduate work, Universidad de Guadalajara, Mexico.

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MOLLY SCUDDER

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