

PACIFIC OAKS BULLETIN

FALL 1981 and SPRING 1982



PACIFIC OAKS COLLEGE

5 WESTMORELAND PLACE

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Table of Contents

Dean's Message	2
Pacific Oaks: An Educational Center	3
The College	3
Children's Programs	6
Registration, Etc.	7
Fall Calendar, 1981	10
Spring Calendar, 1982	11
Fall 1981	12
Working With Children	12
Public Schools: Basic Credential Program	14
Children With Special Needs In A Clinical Setting	15
Special Education Credential Program	17
Human Development Theory	18
Fall Special Offerings	23
January Intensives	24
Spring 1982	24
Working With Children	24
Public Schools: Basic Credential Program	24
Children With Special Needs In A Clinical Setting	25
Special Education Credential Program	25
Human Development Theory	26
Master's Program and Specializations	30
Pacific Oaks Faculty	33
Application for Admissions	36
Application for January Intensive Sessions	38
Index By Course Number	39

*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, social diversity, and diversity
of age in its student body.*

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

DEAN'S MESSAGE

When I was a child I used to just sit and think under a tall maple tree in the middle of the back yard. Or hollow out a place for myself in the honeysuckle vine and pull the drop of honey from each blossom, deciding whether the yellow blossoms or the white held sweeter drops. Or hang by my knees from the branch of a weeping willow and look at things upside down. I made clover chains and got to know the details of the buttercup and dandelion. I squatted down and watched worms and caterpillars as they moseyed and ants as they scurried. I was alone a lot and thought things over.

When we moved to a city there were no clovers or buttercups, no worms, caterpillars or ants. There was nothing much worth squatting down for. So I listened. In the mornings I stood by a market in the grey winter dawns and listened to the people walking by, to the traffic, to the men who brought the vegetables. In the afternoon I took a long time walking home from the bus stop and on the way I listened to the shopkeepers as they stood talking on the sidewalks in front of their shops. I looked at things in the shop windows. I read signs and learned the words for things in a new language. I listened to what adults said to each other, for I was often alone in rooms full of adults, and tried to figure out what things meant.

In the suburb and in the city it rained sometimes and it snowed sometimes and it got dark early sometimes, so I was alone in my room a lot. I read fairy tales and stories about orphans and ballet dancers, stories about children who lived in China, or ancient Greece, or the Middle Ages. I thought things over and figured out that China was another place, and the Middle Ages was another time, and ancient Greece was both. I talked to my dolls. I listened to the rain and made up stories for myself. I arranged and rearranged things - the horse chestnuts I found on the city streets, the rocks I picked up on my way home from school in the suburb. I had time to sit and think, time to look, to listen, time to imagine. I had time to get to know, and time to figure out, and so time to discover my powers.

As I think of you reading this I wonder if you are saying to yourself, "What a lonely childhood."? My childhood was, like yours, a blend of deprivation and of privilege. It seems to me a privilege to have grown up with no television, a privilege not to have been rushed from one kind of lesson or party to another. In many ways these long slow times, these times alone, were the greatest privilege of my childhood. I made friends with time and silence and solitude, and so with myself. And so for me still, getting to know, figuring out, looking closely, listening carefully, and imagining are the tools of friendship, with others as with oneself.

Karen M. Aite



Photograph by Heather McFarlane

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. Molly Morgenroth and Evangeline Burgess were early directors of the Children's School. Under their 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 her/him self, her/his family and the children she/he 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 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 she/he contributes to the lives of all those with whom she/he 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, and plan to offer a similar Intensive session in January this year. 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 |
| sectarian religious courses | remedial courses |
| occupational courses | library 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.

THE B.A. ABLE PROGRAM: Pacific Oaks now offers a B.A. ABLE (Admissions By Life/Work Experience) for people who have 3-5 years of professional-level work in a human services position, completed the regular application for admission to Pacific Oaks, and submitted detailed evidence of professional achievement as justification for your request to waive part of the usual academic requirements for the B.A. degree.

Students in the B.A. ABLE program may waive up to 30 lower division units through the documentation process. Up to 30 upper division units may be earned through documentation. These units are recorded on the transcript with appropriate titles and are paid for at the reduced tuition rate. In addition, a minimum of 34 units in regular Pacific Oaks classes (including up to 6 units in the Assessment class) must be completed for the B.A.

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, as well as various other Human Development specializations (see page 30 for further information). The degree is awarded on the basis of demonstrated competence in human development, communication skills, knowledge of multi-cultural/non-sexist issues, 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 as part of the 30 units required for the M.A. degree. Optional specializations within the M.A. degree can focus on one of several curriculum areas outlined on page

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.

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.

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
2812 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 High/Scope portion of the Pacific Oaks-High/Scope Master's Program has three components: practica, seminars and student projects. The student may choose between a major practicum focus on preschool or elementary education or a broader focus on both levels. Students attend all of the seminars listed, bringing their different practicum experiences to bear and thereby maintaining a broad experiential base for theoretical discussion.

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: HD/S,F,P,W292 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.

RESIDENCE: All students may enroll either full- or part-time. Some students - those in cooperative programs or those living in other geographic areas - may complete a substantial proportion of their work in other educational settings or through Independent Study; however, they must register for this work through Pacific Oaks. All students must participate in some on-campus classes to promote mutual teaching and learning with other students and faculty members of the Pacific Oaks community.

Students are expected to maintain continuous registration unless they request an official leave. A five year time limit is set on the completion of the M.A. program. It is possible to complete the M.A. degree through enrollment in summer sessions only.

FINANCIAL AID: Pacific Oaks awards financial aid in accordance with a nationally established policy based on the belief that the student and her/his 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 care-

ful 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 (4% long-term repayment program). Repayment begins 6 months after graduation or termination of at least half-time status, with minimum repayment of \$30 per month.

Federally Insured Bank Loan (9% long-term repayment program). Repayment begins 6 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 Education Opportunity Grant (BEOG) (PELL GRANT) 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

Children's Programs are guided by twin aims: 1) to serve the needs of children and those responsible for their growth; and 2) to offer related college-level programs in Human Development. College faculty who teach in Children's Programs are committed to the study of growth and development of children and the importance of providing professional education based on direct work with children. Erikson and Piaget are the theorists who contribute most to the developmental approach used by faculty. There is also an emphasis on analysis of learning environments. The child is given time and space to test out her/his ideas about the world. Affective and cognitive growth are meshed with the development of one's sense of "self" and "other". By manipulating environments, not children, the staff facilitates the development of each child individually as she/he interacts with materials and persons of various ages and backgrounds.

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. In any one semester there may be between 40 and 60 college students taking a practicum or enrolled in seminars in Children's Programs. Some of these students are Teaching Fellows who assist a

Head Teacher for the entire year. Children's Programs represent an age span of birth through nine years of age and are more specifically described in the following sections.

Infant-Toddler-Parent: This program is designed to serve infants and their parents or care-givers. It is unique because of its outdoor environment for children under age 2. As children experience the exciting physical and social world, a discussion group serving as an informational forum and support group, is conducted for the adults. Knowledge about infants and their impact upon the lives of their families is shared in this staff/parent cooperative effort.

Two Year Olds: This group focuses on children between 2 and 3 years and their families. The theories surrounding a child's language acquisition, socialization, and autonomy are all examined. Special emphasis is given to understanding family dynamics, especially in relation to the separation process that may be occurring between parent and child. The program includes parent/staff discussion groups.

Preschool: The preschool program provides a rich and challenging environment that encourages children to explore, to be curious, to be creative and to ask questions. The multi-cultural, nonsexist curriculum is geared to the developmental needs of the children, based on our belief that children develop at different rates and in different ways. Children learn the skills of social behavior by interacting with their peers and by learning to problem solve and resolve conflicts constructively. Supportive and caring teachers facilitate a safe and trusting atmosphere where children are encouraged to make choices and decisions and to try new ideas. Through these interactions, they learn that they and their ideas matter; they also learn to communicate and better understand their feelings and emotions, and to develop feelings of competency and self-worth.

Kindergarten: Multi-faceted in character, the Kindergarten is organized around a developmental approach. Opportunities are provided for the concrete operational child to thrive. Traditional curriculum is individualized and child-centered. Our changing world is made a part of the classroom as aspirations for racial and sexual equality are acknowledged and respected.

Primary: This is an open-classroom, ungraded primary program for children ages 5 to 8. Some children remain in it for a year or two, others for three or four years, as each child's cognitive and special growth follows its own pace and sequence. The program emphasizes a developmental approach to curriculum and classroom organization, drawing particularly on the theories of Jean Piaget. Reading and writing are taught as an extension of the child's own language learning. Math teaching is designed to develop children's logical thinking around real experiences, using many concrete materials as well as symbolic representation. Children are offered a wide variety of choices within a structure designed to foster responsible decision-making, creative thinking, physical skills, and social problem solving. Verbal communication and affective as well as cognitive learning are emphasized.

Burgess Day Care Center: Burgess House is a full day program designed to meet the complex needs of working families. Children from 2½ through 5 years old may enroll in this day care program. Group size and adult-

child ratio are small to promote a family style day care setting. Informally housed in a former home, children experience nurturing care-taking with many opportunities for individual time with adults. The program for children provides both open and structured times where children have opportunities to make choices, explore and discover in a safe and trusting environment.

Burgess House provides a variety of services to support working families and facilitate optimum communication between home and school. Child care staff have a serious commitment to working in cooperation with parents.

Surround Care: Before and after school care offered for children 5 to 9 years of age. This program focuses on crafts, sports, and peer group relationships.

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, CA 91103

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 15 through July 24
Spring: November 2 through December 18.

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 2, 1:00-5:30
September 3, 2:00-7:00
September 4, 8:30-1:00

Spring: January 4, 1:00-5:30

January 5, 2:00-7:00
January 6, 8:30-1:00

Registration for January Intensives will take place during the regular January Registration times.

Late Registration: will begin:

Fall: September 8 9:00-12:00 and
1:00- 4:00

Spring: January 25 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.

Reduced Rate Registration: All courses may be taken at a reduced rate of \$75 per unit, on a space available basis. These courses taken at the reduced rate may not be applied toward a Pacific Oaks degree or initial credential.

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

Fall: September 8 9:00-12:00 and
1:00- 4:00
September 9 9:00-12:00 and
1:00- 4:00

Spring: January 25 9:00-12:00 and
1:00- 4:00
January 26 9:00-12:00 and
1:00- 4:00

Post-Baccalaureate Units: For Credential students, taking post-bac units only to clear a credential, the \$75 per unit cost applies. Credential post-bac units (at the \$75 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 1979 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 18, for Fall, and Friday, February 5, 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 \$140
Reduced Rate: non-Pacific Oaks credit per unit \$ 75
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 \$140
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) \$ 12.50
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) \$ 75
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 6, for Fall, and Friday, April 16, 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 \$140.

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 views goal-setting and evaluation as necessarily part of a shared process, in which teachers and students are both actively involved. For this reason, Pacific Oaks does not issue grades as a means of evaluation. Evaluation is by written statement in which the instructor, student, classmates and/or other peers have had direct input.

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.

Course Numbering System: As of the Fall semester, 1981, Pacific Oaks is using a new numbering system for all courses. All courses are now considered graduate level. For this reason, there will no longer be any courses with a 100 number.

With the exception of Ed and SpEd, all courses will have an HD prefix - joining this prefix will be either an S (seminar), F (fieldwork), P (practicum), W (workshop), or D (directed teaching). Ed and SpEd courses will also pick up the S, F, P, W, of D prefix.

The areas of competence are also indicated by a suffix as follows:

E	Early Years
L	Later Years
D	Diversity (multi-culture, non-sexism, non-racism, etc.)
R	Research
C	Communication

Classes which meet at least one, or more, of these areas will be indicated by having the appropriate letter following the course number. One class will not necessarily fulfill a whole area of competence. Courses plus past life, work, and educational experience should all be assessed in determining whether an area of competence requirement has been fulfilled. For further information on areas of competence, see page 4, under M.A. in Human Development.

It is possible, by making previous arrangements with the instructor, to take some courses for competencies not listed in the Bulletin.



Photograph by Barbara Forrest

FALL CALENDAR, 1981

June 15 - July 24 *Preregistration for Fall semester
 Wednesday, September 2 REGISTRATION: 1:00 - 5:30 PM
 Thursday, September 3 REGISTRATION: 2:00 - 7:00 PM
 Friday, September 4 **REGISTRATION: 8:30 - 1:00 PM
 Friday, September 4 Full Faculty Retreat
 Monday, September 7 Labor Day - School and Offices closed
 Tuesday, September 8 College classes begin
 Orientation for Children's Programs: 8:00 - 1:00
 Late Registration begins: 9:00 - 12:00, and
 1:00 - 4:00
 Reduced Rate Registration: 9:00 - 12:00, and
 1:00 - 4:00
 Wednesday, September 9 Orientation for Children's Programs: 8:00 - 1:00
 Reduced Rate Registration: 9:00 - 12:00, and
 1:00 - 4:00
 Thursday, September 10 Children's Programs Begin
 Sunday, September 13 Community Celebration of Beginnings Party.....
 5:00 - 10:00 PM
 Friday, September 18 Last day to add classes for Fall semester
 Tuesday, September 29 Rosh Hashanah - School and Offices closed
 Thursday, October 8 Yom Kippur - School and Offices closed
 November 6, 7, & 8 BOOKFAIR!
 Wednesday, November 11 Veteran's Day - School and Offices closed
 Thursday, November 26 and
 Friday, November 27 Thanksgiving - School and Offices closed
 Friday, December 11 Last day to register for MA Projects and
 Independent Studies
 Friday, December 18 College classes and Children's Programs end
 Wednesday, December 23 Student Evaluations due in College Records
 December 24 & 25 School and Offices closed
 December 31 and
 January 1 School and Offices closed

* 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.

** Due to the Faculty Retreat being held on this day advisors will NOT be available to sign registration cards. If you need an advisor's signature, please make arrangements to register on another day.

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

SPRING CALENDAR, 1982

November 2 - December 18	*Preregistration for Spring Semester
December 21 - January 14	Day Care Intensive Session
Monday, January 4	REGISTRATION for Spring Semester and January Intensives: 1:00 - 5:30 PM
Tuesday, January 5	REGISTRATION for Spring Semester and January Intensives: 2:00 - 7:00 PM
Wednesday, January 6	REGISTRATION for Spring Semester and January Intensives: 8:30 - 1:00 PM
Thursday, January 7	Orientation for Children's Programs: 9:00 - 3:00
Friday, January 8	Orientation for Children's Programs: 9:00 - 3:00
Monday, January 11	Children's Programs begin
Monday, January 11	January Intensives begin
Friday, January 15	Martin Luther King's Birthday - School & Offices closed
Friday, January 22	January Intensives end
Sunday, January 24	Graduation and Community Celebration of Beginnings Party.....
Monday, January 25	College classes begin
.	Late Registration begins: 9:00 - 12:00, and 1:00 - 4:00
.	Reduced Rate Registration: 9:00 - 12:00, and 1:00 - 4:00
Tuesday, January 26	Reduced Rate Registration: 9:00 - 12:00, and 1:00 - 4:00
Friday, February 5	Last day to add classes for Spring semester
Friday, February 12	Lincoln's Birthday - School & Offices closed
Monday, February 15	Washington's Birthday - School & Offices closed
April 5 - April 9	Spring break
Friday, April 9	Good Friday - School & Offices closed
April (TBA)	Burgess Lecture
Friday, May 14	Last day to register for MA Projects and Independent Studies
Friday, May 21	College classes and Children's Programs end
.	Student Evaluations due in College Records
Sunday, May 23	Graduation
Monday, May 31	Memorial Day - School & Offices closed

* 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.

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

Janie Rosenberg

3-6 units

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.

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

Observation/Reflection: Students wanting to gain knowledge about curriculum planning and observation of children at a specific age level may enroll in the Seminar. These seminars are taught on Monday afternoon in conjunction with the Practicum. Observation time is a part of this course structure. See specific descriptions listed under the Practicum courses.

Master's Students: Master's students are able to complete the college practicum requirements in a variety of ways in Children's Programs. Make arrangements with Children's Programs faculty members for these individualized practicum.

Children's Programs faculty are currently exploring the following areas: multicultural curriculum, parent support groups, intergenerational programs, computer-curriculum-children, ecological awareness and energy conservation, adolescent participation, and retraining for public school teachers.

Fall Orientation: for all students is Tuesday, September 8th, 8:00 AM to 1:00 PM, and Wednesday, September 9th, 8:00 AM to 1:00 PM.

Spring Orientation: for all practicum students is Thursday, January 7th, 9:00 AM to 3:00 PM, and Friday, January 8th, 9:00 AM to 3:00 PM.

The complexities of a day care program are addressed by the staff at Burgess House. The practicum provides practical day care experience with children ages 2½ to 5. Students can develop a thorough and realistic understanding of young children, by opportunities for a wide range of observations and active participation from early morning to early evening. The practicum will emphasize tender and nurturing care-taking, communication systems for staff and parents, environments, group dynamics and the individual needs of each child.

Master's students in day care have many choices in practicum focus. This can include parent support, administrative work, working with adolescents in relation to day care, children's nutrition programs. Individual practicum plans are possible with consent of instructor.

Consent of instructor necessary for registration.
Hours by arrangement.

Staff meeting: Monday, 6:00-7:30 PM

Orientation: see times in previous column

HD/P/S403 Infant/Toddler/Parent Center

Molly Noxon and TBA

3-6 units

This is 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 infant development and analysis, family dynamics, 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.

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

Seminar: 1:30 PM to 4:30 PM, Wednesday

Orientation: see times in previous column

HD/P/S404 2 Year Yard

Darcy Williams and Becky Anderson

3-6 units

This practicum enables students to explore the relationship between theory and practice. Particular attention is paid to autonomy, separation, language acquisition, and toilet training. In addition, students are provided the opportunity to work not only with children but with parents both in the yard and in discussion groups. Much attention is focused on developing observation skills. Students also exper-

ience team teaching, development and implementation of curriculum, environmental analysis, writing of developmental summaries, self and peer assessment techniques and general communication skills through journal writing, staff meetings and seminars.

Practicum: 8:30 AM to 1:00 PM, 3 to 5 days/week
Staff Meeting: Daily, after practicum
Seminar: 3:30 PM to 6:00 PM, Monday
Orientation: see times on previous page

HD/P/S405 Preschool: 3-5 Years

Mae Varon and Maria Gutierrez 3-6 units

Practicum provides students an experience working with preschool children in an open, self-directed environment. Involvement includes: observing, assessing and meeting individual and group needs, team teaching, developing communication skill with children and adults, experience in developing, implementing and evaluating a multi-cultural/non-sexist curriculum, environmental analysis, writing developmental summaries, interaction with parents, exploring the relationship between theory and practice, and developing self-assessment techniques.

Through many processes which include: journal writing, observing and discussing children's behavior, daily and weekly seminars, students learn to better understand and trust their ideas and feelings. These interactions help students to develop their own teaching styles.

Practicum: 8:30 AM to 1:00 PM, 3-5 days/week
(2 days by previous arrangement only)
Staff meetings: Daily, after practicum
Seminar: 4:30 PM to 7:00 PM, Monday
Orientation: see times on previous page

HD/S406 Observation/Reflection: Preschool

Mae Varon and Maria Gutierrez 2 units

This course requires weekly observation in the preschool program as well as seminar participation. Students are able to focus on curriculum and children through a process of reflection and critical thinking in seminar.

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

(This observation/reflection option is also available in the 2 year yard by prior arrangement with Darcy Williams or Sharon Stine)

HD/P/S407 Kindergarten

Cory Gann 3-6 units

The cornerstones of the kindergarten practicum are diversity and real-life experiences. Traditional reading and math curriculum are handled in child-centered, individualized ways. Organic language

arts reading program is combined with phonic tasks and games to provide a model for practicum students. Students in the practicum grapple with the meaning and dynamics of non-sexist, non-racist, multi-cultural education. There are many opportunities to evaluate children's growth and to generate a developmental picture of each child.

Practicum: 8:30 AM to 1:30 PM, 3 to 5 days/week
(2 days by previous arrangement only)
Staff Meeting: Daily, after practicum
Seminar: 4:30 PM to 7:00 PM, Monday
Orientation: see times on previous page

HD/S408 Observation/Reflection: Kindergarten

Cory Gann 2 units

This may be taken at the kindergarten level - see description under Open Classroom - Primary, or Preschool.

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

HD/P/S409 Open Classroom: Primary

Nancy Place and Betty Jones 6 units

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development. Child observation, the writing of developmental summaries, multi-cultural education, mainstreaming, work with parents, and environmental education, are major components along with the teaching of reading, writing, and mathematics from a developmental perspective. Children are offered a wide variety of choices within a structure designed to foster responsible decision-making, creative thinking, physical skills, and social problem solving. Verbal communication and affective as well as cognitive learning are emphasized.

Prerequisites: Previous practicum experience recommended. Concurrent participation in HD/S213 Developmental Education.

Practicum: 2 full days plus 2 short days - 8:30 AM - 2:30 PM and 8:30 AM to 1:00 PM, or equivalent by arrangement with teachers.
HD/S213 Developmental Education Seminar: (see description, following)
7:00 PM to 10:00 PM, Monday
Staff Seminar: 2:15 PM to 4:00 PM, Wednesday
Orientation: see times on previous page

HD/S410 Developmental Education Seminar

Nancy Place and Betty Jones *3 units

In an open-structure learning environment for adults, students will examine the theoretical roots of developmental education, share their experiences with current practice, and formulate personal rationales

and strategies for teaching in this mode at any developmental level - infant/toddler through college and adult education. Students will read, observe, interview, analyze strategies being used by teachers to make classrooms work, and work in task groups to devise strategies in hypothetical situations. May be repeated for credit.

*3 units credit is for students who wish to take the Developmental Seminar ONLY and who are not concurrently enrolled in the Open Classroom Practicum. Students enrolled in the Practicum will have the Developmental Seminar included in the 6 units of credit.

Seminar: 7:00 PM to 10:00 PM, Monday

HD/P/S411 Adolescents

Winnie Dorn 3-5 units

Adolescence is a transitional time. There is much to learn about oneself by working with adolescents as there is much of the adolescent left in all of us, no matter how old we are. Any effort to understand the developmental stages of the adolescent is enhanced when combined with an effort to understand oneself.

Practicum students may relate informally to adolescent students, teach individuals or small groups in the area of their interest and/or supervise their work with small children.

Hours by arrangement with Winnie Dorn.

Enrollment limit: 35 adolescents

8 practicum students

Orientation: see times on previous page

HD/P/S412 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/he 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.

HD/P/S413 Graduate Specialized Practicum: Marriage, Family and Child Counseling

Barbara Richardson and 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 her/his cultural heritage and providing her/him with appropriate opportunities to successfully explore her/his 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.

Ed/S/W215 Audio/Visual

Kay Thornton-Hirsch 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 3:00 PM, Saturday

Fall: October 3 and 10

Spring: March 20 and 27

Ed/S231 Introduction to Public Schools

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 I.E.P.'s. One half day per week of observation and participation experience required. Times by arrangement.

4:15 PM to 7:00 PM, Tuesday

Ed/S243 Elementary Curriculum: Reading Including Phonics, Social Studies/ Multi-Culture

Sharon Stine

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.

4:15 PM to 7:00 PM, Thursday

Ed/W244 Elementary Curriculum: Math, P.E., Psycho-Motor, Health

Nancy Place and Susan Audap

3 units

This course will focus on the building of mathematics, science, health, and physical education curriculum as it relates to the developmental abilities and interests of children. Special attention will be paid to the thinking processes in which children engage as they pursue problems in these areas. Teachers will have the opportunity to reflect on their own thinking processes as they work in hands-on situations.

7:15 PM to 10:00 PM, Thursday

Ed/D/S252 Kindergarten

Ed/D/S253 Primary

Ed/D/S254 Upper Elementary

Mio Polifroni and Polly McVickar

4-5 units

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 Ed/S231, and previous or concurrent enrollment in Ed243/S or Ed244/W.

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

CHILDREN WITH SPECIAL NEEDS IN A CLINICAL SETTING

HD/P/S280 Clinical Practicum

Julia Ann Singer Preschool
(full year practicum)

3-6 units/
semester

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 HD/S289 is required. Application must be made directly to the Julia Ann Singer Center and interested interns are asked to contact Dr. Susan Brown, program coordinator, to arrange observation and interview times.

Practicum in therapeutic preschool setting offering evaluation and diagnosis of emotionally disturbed, developmentally delayed, and learning disabled children. Emphasis on psychotherapeutic interventions combining an understanding of the dynamics of abnormal child development with special education and psycho-educational techniques. The center has a strong bias towards work with the family unit as a whole.

Individual, as well as group supervision is provided. Attendance at two on-site seminars is required, meeting one hour each per week for the entire academic year. Descriptions of seminars follow.

Location: Julia Ann Singer Psychiatric Preschool
Center at:
Thalians Community Mental Health Center
8730 Alden Drive
Los Angeles, CA 90048

Practicum: Program operates 5 days/week
9:00 AM to 2:00 PM

Internships are a minimum of 3 days/week, 8:30 AM to 3:30 PM, Wednesday required.
Part-time possible by arrangement.

Contact: Susan Brown
855-3584

HD/S289 Learning in the Young Child

Susan Schuster and Marillyn Lebow

2 units/
semester

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 classroom. Developmental assessments are discussed

Enrollment limit: 25
Course Equivalents: SpEd/S260
SpEd/S261
(descriptions following)

4:15 PM to 7:00 PM, Thursday

SpED/S260 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.

4:15 PM to 7:00 PM, Thursday

SpED/S261 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.

4:15 PM to 7:00 PM, Thursday

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

Early Years Program

Bunny Rabirotff 3-5 units

HD/S200E Early Years 3 units

Concepts, issues and theories of human development in the early years, considering the human life cycle from birth through middle childhood. Emphasis on observation of behavior, developmental stages, diversity of family and cultural experience, values for child-rearing, and issues in the application of theory to practice.

This course is open to undergraduate and graduate students who are simultaneously enrolled either in a Practicum or in HD/L200 Observation/Participation in Pacific Oaks Children's Programs (description following). Course work will be integrated with observation of children in this setting.

1:00 PM to 4:00 PM, Tuesday

HD/L200 Observation/Participation in Pacific Oaks Children's Programs 2 units

Students spend 2½ to 3 hours a week in Pacific Oaks Children's School and participate in a weekly seminar. Time options for observation are:

9:00-11:30 one day a week

11:00- 2:00 one day a week

2:00- 5:00 one day a week

3:00- 6:00 one day a week

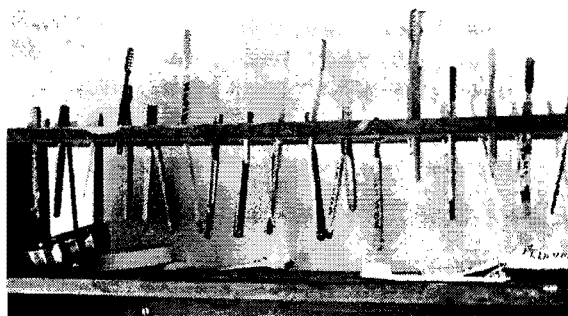
Observation/participation plans will be worked out individually and discussed in seminar. Seminar is 1:00 PM to 4:00 PM, Tuesday.

HD/S200E 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 individual study.

4:15 PM to 7:00 PM, Wednesday



Photograph by Barbara Forrest

HD/S201L 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.

7:15 PM to 10:00 PM, Tuesday

HD/S/W208 It's Music Time

Jacki Breger

3 units

The course will help teachers discover the joy and delight of the Community Music Time for themselves and for children. It will enable teachers to discern individual differences in young children within the context of a large-group, Community Music Time. Through the development of observational skills, teachers will be able to identify those components of group dynamics which cause problems for children, provide pleasure and joy, and help in the learning of new skills.

Teachers will develop a repertoire of songs and appropriate activities, and the skills needed, to respond and adjust to the demonstrated emotional, social, intellectual and physical needs of the children they are working with.

4:15 PM to 7:00 PM, Tuesday

HD/S212E Children Under Stress

Bunny Rabihoff

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.

7:15 PM to 10:00 PM Thursday

HD/S215 East/West Psychology and Philosophy

Jerry Ferguson

3 units

This course will explore the movement from traditional learning theories and personality development to Eastern Philosophy, naturalistic research and some of the newer psychologies which are closely related to Eastern thought. It will also look at the left-brain/right-brain switch and altered states of consciousness. Jerry will share her learning of Zen Buddhist Philosophy and built form, early childhood programs, and Eastern Philosophy from her Sabbatical living experiences in Japan.

Enrollment limit: 35

4:15 PM to 7:00 PM, Wednesday

HD/S221 Theory of Marriage, Family and Child Counseling**HD/W221 Practice of Marriage, Family and Child Counseling**

Fall: Barbara Richardson

3 units

Spring: Judith Meyer

3 units

This course will focus on theory and application of marriage, family and child counseling. A review of communication theories, systems theories, law and ethics, 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 12:45 PM, Wednesday

Spring: 10:00 AM to 12:45 PM, Wednesday

HD/S224 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 HD/S/W221. 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.

7:15 PM to 10:00 PM, Monday

HD/S226D Teaching the Latino Child

Joe Huertas

3 units

This class is designed to familiarize the aspiring teacher who may be working in a multicultural setting with emphasis on recognizing the need for bicultural development of the Hispanic child within the public education framework.

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.

1:15 PM to 4:00 PM, Friday

HD/S/W276 Graphology: Psychology of Handwriting

Marianne Wolman 3 units

Graphology is the knowledge of techniques and skills needed to analyze and interpret a person's handwriting and through it, the personality of the writer.

Enrollment limit: 15

1:15 PM to 4:00 PM, Thursday

HD/S279C Language as Healing

Stan Smith 3 units

This course examines the nature of speech as the foundation of psychotherapy from Nietzsche and Freud to Milton Erikson and Family Therapy. We will use modern critical methods to look at the relationship of speaker to listener, writer to reader, patient to therapist; in doing so we will give great consideration to the client as a "text" that must be heard with great skill in order to be truly understood. And we confront the issue: "What is understanding?" How is insight transformed into speech and speech into change? Confronting the issue of understanding we come face to face with the interpretative paradigm of psychotherapy, the dangers of translation, and the ultimate question with which all psychotherapies must be faced: how does speech heal? Through itself or the speaker. The course requires extensive reading in language, criticism, psychotherapy, and anthropology. A paper is required.

1:15 PM to 4:00 PM, Thursday

HD/S/W295C,R Thesis as Transition

Jerry Ferguson 3 units

For many persons, the product-centered finale to Pacific Oaks process-centered curriculum is a difficult task. In addition, many persons experience some difficulty in both identifying the thesis as a vehicle for transition from student to professional and in realizing that they are ending their days as a student and launching out "on their own". This class is a support group for persons experiencing some of these stresses. Content revolves around individual student's projects, both in terms of research theory and methodology as well as identification of individual sense of direction, commitment, resources, and life-style. Process involves a supportive therapeutic environment as well as academic dialogue.

Enrollment limit: 15

1:15 PM to 4:00 PM, Wednesday

HD/S/W298 Assessment of Experience

Judith Meyer 3 units

This class is designed for mature students with professional experience in a human development-related field who seek to waive undergraduate requirements and apply for special admission to either the Pacific Oaks B.A. or M.A. program. (For further information regarding criteria, contact the Admissions Office.) 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.

7:15 PM to 10:00 PM, Wednesday

HD299 Master's Thesis

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 11, 1981 for Fall semester, and May 14, 1982 for Spring semester. An approved advancement to candidacy form must be presented at the time of registration.

HD/S300C, D,L Women's Studies

Liz Prescott and Molly Noxon 3-6 units

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

1:00 PM to 4:00 PM, Thursday

HD/S320D,L Gerontology Seminar

Carroll Borland-Parten

3-6 units

This seminar is a resource and forum for students doing field work in gerontology. It examines the physical changes of aging, the sociological problems of isolation and widowhood. Economic and psychological traumas are considered. Legal and emotional demands of the loss of a spouse and retirement will be investigated.

Field work will consist of experiences with both the competent and institutionalized elderly. A running record of interactions during the field experience is required. Regular attendance at both the field placement and the seminar is expected. This seminar may be taken twice for credit and is required for the gerontology specialization.

4:15 PM to 7:00 PM, Tuesday

HD/S330C,D Parent/Community Work

Staff

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.

4:15 PM to 7:00 PM, Thursday

HD/S/F340C Leadership in Education

Betty Jones and Karen Fite

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 PM to 8:30 PM, Wednesday

HD/S225 Graduate Advanced Fieldwork

Sharon Stine

2-3 units

For M.A. students engaged in concurrent field work (see field work requirement, page 30), this seminar will build its content out of the field experiences of its members. Themes to be examined may include interpersonal communication, survival strategies, cultural differences, developmental needs, effecting change, and evaluation of programs.

7:15 PM to 10:00 PM, Monday

FALL SPECIAL OFFERINGS

The following courses, although not part of our regular course offerings, are open to the Pacific Oaks Community. They are listed as N/C, no credit, but Independent Study units, indicated in parentheses may be obtained.

Spirit of Afro-Americans: An Experience of Culture

Stage 7 and Sheila Antoine-Doss

N/C (1)

Multi-faceted (performance, seminars and inter-locutor) exploration of the spiritual and expressive life of Afro-Americans as reflected in language, history, behavioral styles, and creative forms. Discussants will interact with seminar participants to mirror and personify how "the spirit moves".

2:00 PM to 9:00 PM - with Dinner Break. Lecture,
Seminar and Concert.

Date and Place to be announced.

Contact: Barbara Richardson

How Does Your Child Grow?

Alice Marsters and Elva Reid

N/C (1)

During the important years before school, your child:
1) moves from dependence to relative independence
2) makes significant changes in size, physical ability, social and emotional maturity and intellectual development.

We will consider the developmental process described by Erikson, who provides an overview of the tasks from birth through old age; by Piaget, who focuses on intellectual development; and by Mahler, who concentrates on the birth of the self which occurs during the first three years. We will stress the uniqueness of the individual's style and characteristics.

6 weekly sessions will be held at:
2090 North Villa Heights Road
Pasadena, CA 91107

For further information and starting dates, call:
(213) 578-0561, or
(213) 351-8020

JANUARY INTENSIVES

HD/P/5402 Day Care

Janie Rosenberg 6 units

For course description of day care practicum, see page

This day care intensive, offering the same learning experiences as a semester practicum in Burgess House, will be offered during 2 separate sessions. They are as follows:

- A. December 21, 1981 through January 8, 1982.
The day care will be closed on December 24, 25, and 31, and January 1.
- B. January 11, 1982 through January 22, 1982.
The day care will be closed on January 15, Martin Luther King's Birthday.

Individual hours to be arranged with instructor.
Consent of instructor necessary for registration.

HD/5420E The Art of Observation

Liz Prescott and Ruth Pearce 6 units

When you observe a child:

- What do you see?
- What do you look for and why?
- How do you interpret what you are seeing?
- How do you translate what you have observed into goals for intervention?

A chance to observe and to reflect on what has been seen in the company of two experienced observers. Frameworks for observation will be shared and evaluated. Feedback will be provided on your own observational skills.

January 11, 1982 through January 22, 1982
8:30 AM to 4:30 PM, Monday through Friday

HD/5421C Professional Development: Strategies for Being an Effective Leader, Team Member, Supervisor and Person

Judi Segal and Bob Nagge 6 units

This seminar is for those who want skills, techniques and information about how to function effectively in the capacity of leader, supervisor, valued team member or person. To accomplish this, we will learn about basic interaction (how individuals and groups of

varying sizes function), communication models, observational techniques, ways of intervening to produce desired change, ways of problem solving effectively, and ways of developing a repertoire of leadership styles.

Together, by examining existing literature and personal experiences we will have opportunities to diagnose situations and become aware of how our interactions can and do affect what goes on in our work, school and home environments.

Our experience based approach to learning by doing will involve each participant as a whole person; as a thinking feeling, active and reflective human being. The use of role playing, group discussion, lecturettes, case studies, and analysis of our experience together will enable each participant to try out new ways of doing things, learn more about or refine "old ways", and to get feedback in ways that are constructive, supportive, and useful.

January 11, 1982 through January 22, 1982
8:30 AM to 4:30 PM, Monday through Friday

Note: The school will be closed on Friday, January 15 in honor of the birthday of Martin Luther King.

SPRING 1982

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 1982, see pages 12-14.

Reminder: Orientation for Spring Semester is:
Thursday, January 7, 9:00 AM to 3:00 PM, and
Friday, January 8, 9:00 AM to 3:00 PM.

Children's Programs start on Monday, January 11.

PUBLIC SCHOOLS: BASIC CREDENTIAL PROGRAM

Ed/5/W215 Audio/Visual

Kay Thornton-Hirsch 1 unit

For course description, see page 14.

9:00 AM to 3:00 PM, Saturday
March 20 and 27

Ed/S231 Introduction to Public Schools

Mio Polifroni 2-3 units

For course description, see page 15.

4:15 PM to 7:00 PM, Tuesday

Ed/S243 Elementary Curriculum: Reading Including Phonics, Social Studies/Multi-Culture

TBA 3 units

For course description, see page 15.

4:15 PM to 7:00 PM, Thursday

Ed/D/S252 Kindergarten**Ed/D/S253 Primary****Ed/D/S254 Upper Elementary**

Mio Polifroni and Polly McVickar 4-5 units

For course description, see page 15.

CHILDREN WITH SPECIAL NEEDS IN A CLINICAL SETTING

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

SPECIAL EDUCATION CREDENTIAL PROGRAM**SpEd/S237 Early Identification and Program Planning for the Learning Handicapped****SpEd/S238 Early Identification and Program Planning for the Severely Handicapped**

Mimika Gold 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

4:15 PM to 7:00 PM, Wednesday

SpEd/S243-I Teaching the Learning Handicapped: Cognitive Realm**SpEd/S244-I Teaching the Severely Handicapped: Cognitive Realm**

Judy Altsman 2 units each

Utilization of current research in programs 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

4:15 PM to 7:00 PM, Monday

SpEd/S252 Public School Law, Ethics and Administration

Frances Liau 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 professionals. A review of child abuse laws and regulations, professional ethics and administrative policy within the school framework.

Enrollment limit: 25

4:15 PM to 7:00 PM, Tuesday

**SpED/D257 Learning Handicapped
SpED/D258 Severely Handicapped**

Judith Ariel 4 units each

For course description, see page 17.

SpED/S310 Special Education Program

Judith Ariel 3-8 units

For course description, see page 17.

4:15 PM to 7:00 PM, Thursday

SpED292 Independent Study

Staff 1-3 units

For course description, see page 18.

Times to be arranged with sponsoring instructor.

HUMAN DEVELOPMENT THEORY

HD/S200E The Early Years

3 units

For course description, see page 18.

There will be two classes of HD/S200E offered this Spring as follows:

Bunny Rabirotff 1:15 PM to 4:00 PM, Wednesday
Molly Noxon 7:15 PM to 10:00 PM, Thursday

Later Years Program

HD/S201L Later Years/HD/S262R Research
Bunny Rabirotff 3-6 units

This class 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. This course will be designed to incorporate 3 units of Later Years credit and/or 3 units of Research credit.

1:00 PM to 4:00 PM, Tuesday

HD/S203L Women in the Later Years

Molly Noxon 3 units

This course is designed for women who have had a Women's Studies class or who have already examined basic feminist issues. We will construct a developmental overview of women's lives and history through intensive reading and writing, sharing our own stories and elements of consciousness-raising. We will examine issues of power and powerlessness, relationships, and political/economic realities, and form a support system to investigate other networking possibilities. This class meets Later Years requirement.

4:15 PM to 7:00 PM, Tuesday

HD/S206C Group Processes

Judi Segal 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. Various theories and models will be examined and discussed.

7:15 PM to 10:00 PM, Tuesday

HD/S210D,E Childhood in Various Cultures

Bunny Rabirotff 3 units

The study of the broad range of human behavior related to child-rearing, especially as it provides perspective of one's own culture. Significance of cultural patterns in personality development as well as methods of child-rearing practices in simple and complex cultures will be considered.

Prerequisites: HD/S200 The Early Years or cultural anthropology.
7:15 PM to 10:00 PM, Thursday

HD/S217D Non-Sexist, Non-Racist Curriculum for Preschool

Ruth Beaglehole 3 units

This course will focus on planning and implementing a non-sexist, non-racist curriculum. We will focus on day-to-day activities used in a nursery school program as well as creating special learning aids. The special work-related needs of each student will be included in the course. Explaining the values underlying this curriculum to parents through newsletters, parent meetings, etc., will also be discussed.

4:15 PM to 7:00 PM, Tuesday

HD/W221 Practice of Marriage, Family and Child Counseling

Judith Meyer 3 units

For course description, see page 19.

10:00 AM to 12:45 PM, Wednesday

HD/S224 Practicum: Marriage, Family and Child Counseling

Kathleen Larkin 3 units

For course description, see page 19.

7:15 PM to 10:00 PM, Monday

HD/S225 Graduate Advanced Fieldwork

Toni Darder 3 units

For M.A. students engaged in concurrent field work, this seminar will build its content out of the field experiences of its members. Themes to be examined may include interpersonal communication, survival strategies, cultural differences, developmental needs effecting change, and evaluation of programs.

For further information regarding Graduate practicums, see page 14 and page 30.

4:15 PM to 7:00 PM, Thursday

HD/S230 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
1:15 PM to 4:00 PM, Tuesday

HD/S232C 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.

4:15 PM to 7:00 PM, Wednesday

HD/S238E Ecology of the Child

Stan Smith 3 units

For teachers, future teachers and counseling students who want to explore "family life" as the source of those basic belief systems through which we experience children, and out of which adult-child relationships are formed. The course deals with the psychoanalytic tradition of human development, and through that tradition explores the environments of adult-child relationships, in an effort to develop a working social psychology of childhood and the family. The course introduces students to the history of psychoanalytic tradition and charts that history through readings in Robert Coles, Anna Freud, Francoise Dolto, Jacques Lacan, Frieda Fromm-Reichmann and Erik Erikson. A paper is required.

4:15 PM to 7:00 PM, Tuesday

HD/S/W245C Imagination in the Classroom

Polly McVickar 3-6 units

For course description, see page 20.

Workshop fee: \$50.00
9:00 AM to 5:00 PM, Saturday, in Malibu
Starts: Spring: February 20, 1982

HD/S/W248 Planning Environments for Young Children

Jerry Ferguson 3 units

For course description, see page 21.

4:15 PM to 7:00 PM, Wednesday

HD/S249E 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.

6:00 PM to 9:00 PM, Tuesday
February 16 and 23, and March 2, and
9:00 AM to 5:00 PM, Saturday,
March 6

HD251 Shadow Study

Staff 2-6 units

For course description, see page 21.

HD/S253L Adolescent Women's Group

Winnie Dorn 3 units

We will be exploring issues that concern young women "growing up female" in contemporary society. What are the American or Western world attitudes toward women? What are the pressures young women experience while growing into society? How are young women trying to break through the stereotyped images? In a supportive, caring atmosphere, themes of separation, wounding and woundedness, power/powerlessness, self-esteem and self-worth will be discussed.

7:15 PM to 10:00 PM, Wednesday

HD/S/W257 Integrating Mind and Body

Judith Meyer and Pamela Gruber 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/ful/ness to mind and body, and mind/ful/ness to living. This class can meet the credential requirement for health.

9:45 AM to 12:30 PM, Tuesday

HD/S259L Advanced Clinical Therapy with Older Adults

Kathleen Larkin 3 units

This course explores the theoretical and practical aspects involved in psychotherapy with the older adult and his/her family. Although all issues will be examined within a theoretical context, the main intent of the class is to provide the mental health practitioner with information about psychological problems experienced by older adults, and to present modes of therapeutic intervention appropriate for those problems.

The course will be conducted on a seminar and experiential basis and is not appropriate for students with little or no training in psychotherapy. Issues to be discussed will include: concept and theory of aging; stress, disease, aging, and behavior; the impact of the environment on aging; cultural and sexual issues in aging; and death, grief and mourning.

This class may be taken for MFCC credit.

7:15 PM to 10:00 PM, Wednesday

HD/S/W260R 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's 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

4:15 PM to 7:00 PM, Thursday

HD/S267-I Psychopathology: Childhood

Stan Smith 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: HD/S269 Personality Theory and Clinical Intervention, and HD/S200 The Early Years, (may be taken concurrently).

7:15 PM to 10:00 PM, Tuesday

HD/S273 Physiological Development

Pamela Gruber 3 units

An overview of physiological development of the embryo/fetus, infant and young child. Through observation, reading and interviewing we will explore the special medical needs of children and families who are affected by illness issues: communicable diseases, accidents, surgery, infections, allergies, and nutritional requirements of childhood. This course fulfills health and science requirements.

7:15 PM to 10:00 PM, Thursday

HD/S/W284C Problems and Process of Writing

Betty Jones and Sharon Stine 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: 25

1:15 PM to 4:00 PM, Thursday

HD/S291 Law and Ethics in Human Services Professions

Maureen Carlson, Karen Fite, and Niki Trumbo 3 units

Persons working in the human services are called upon to make difficult decisions in their jobs, decisions which have impact on the lives of others. These decisions pose difficult ethical questions, and frequently involve significant legal considerations. Traditionally, persons in the human services are not asked to confront these ethical issues as a part of their training, nor are they provided with information or resources about possible legal issues which will arise in their work. This course is designed to provide information and resources about some of these legal issues, and to raise and explore ethical questions of the type which confront persons working in the human services. Areas to be explored will depend in part upon the composition of the class, and students will be asked to bring in issues and case studies from their work. Possible areas of discussion will include domestic violence, child abuse, rape, abortion, divorce, child custody, and general principles of ethical and legal analysis.

7:15 PM to 10:00 PM, Wednesday

HD292 Independent Study

Faculty 1-3 units

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until December 11, 1981 for Fall semester, and May 14, 1982 for Spring semester. An independent study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

HD/S/W295C,R Thesis as Transition

Jerry Ferguson 3 units

For course description, see page 22.

7:15 PM to 10:00 PM, Monday

HD/S/W298 Assessment of Experience

Judith Meyer 3 units

For course description, see page 22.

Prerequisite: consent of the instructor.

7:15 PM to 10:00 PM, Monday

HD292 Master's Project

3-6 units

For course description, see page 22.

HD/S300C,D,L Women's Studies

Julie Burke and Heather McFarlane 3-6 units

For course description, see page 22.

10:00 AM to 2:00 PM, Friday

HD/S320L Gerontology Seminar

Carroll Borland-Parten 3-6 units

For course description, see page 23.

4:15 PM to 7:00 PM, Tuesday

HD/S/F340C Leadership in Education

Libby Herrick, Mio Polifroni, and Cynthia Place-Reiners 3-6 units

For course description, see page 23.

4:30 PM to 8:30 PM, Thursday

HD/S360D Social Dynamics in Human Development: Interaction in a Pluralistic Society

Louise Derman-Sparks and TBA 3-6 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, ethnicentrism, 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 this class will include lectures, discussions, role-playing, reading journals, field projects and action research. Individualization of goals will be encouraged.

4:30 PM to 9:30 PM, Tuesday

MASTER'S PROGRAM AND SPECIALIZATIONS

Although specializations are not required within the M.A. program at Pacific Oaks, some students choose to work toward a specific specialization. We currently offer specializations in: Clinical Child Development; Day Care; Developmental Education; Infant/Toddler; Leadership in Education; Marriage, Family & Child Counseling; Parent/Community Work; and Women's Studies.

Students who complete a specialization will receive an M.A. in Human Development with a particular specialization listed on their transcript and diploma. It is possible to specialize in more than one particular area, such as Leadership in Education and Women's Studies. Master's students are encouraged to design their own specializations to best fit their needs and interests.

Experiential learning is at the heart of Pacific Oaks curriculum for adults, as it is for children. We believe that both theory and practice is learned through action and interaction, and we encourage students to value doing as well as talking, reading and writing.

All Master's programs and specializations at Pacific Oaks include a field work or practicum component. Practicum is an ongoing experience in working with people over the period of a semester, at least once a week for two or more hours, depending on the setting and your individual needs. Other ways to gain fieldwork experience is to aid a faculty member in ongoing research - data collecting and analysis; planning and implementing on-site conferences which are of interest to you and match your specialization; and/or independent fieldwork assignments worked out between you and your advisor. If you design your own fieldwork you will enroll in a concurrent Field Work Seminar (see description, page 23), for a total of 2-3 units. You may earn additional fieldwork/practicum credit as part of your M.A. if you wish, and field work and Seminar may be repeated for credit.

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

CLINICAL CHILD DEVELOPMENT PROGRAM

There is an increasing need for human services professionals who are competent to work with children with developmental difficulties (or children whose development is threatened) and their families in the various milieus that constitute their life experiences - home, school, hospital, child care setting, etc. This work requires knowledge of developmental theory, family dynamics, cultural and socio-economic values, ongoing research and training, and experience in work with children and their families in various settings.

The Clinical Child Development specialization combines developmental theory with clinical experience to develop competence in assessment, program planning and coordination, intervention, and consultation and collaboration with parents and other professionals.

Curriculum includes work in the following areas: Child Development Theory: Infant Development, The Preschool Years, Latency Years; Family Dynamics; Piagetian Theory; Play; Assessment; The Exceptional Child; Clinical Practicum; Development and Culture; Human Development: Later Years; Research.

Special Application Procedure - for information contact: Nikola Trumbo, advisor
Cheerful Helpers Preschool Center
8730 Alden Drive E109
Los Angeles, CA 90048
(213) 855-4562

DAY CARE

This specialization is designed to address the unique and complex needs of child care on a full-day basis. It is recommended for students who are interested in administration, teaching and referral work. All students taking this specialization are required to do two semesters of the day care practicum. One semester of the practicum must be completed at the Burgess House Day Care program. The other semester of the practicum may be completed at Burgess House, Pacific Oaks Surround Care Program, or any other appropriate child care field work placement. While students are doing the Burgess House Day Care practicum they must attend weekly seminars and weekly teaching team meetings. The specialization in Day Care can be individualized to meet the specific needs and career goals of each student. Additional course work with a special focus on child care issues is recommended. Other recommended courses are: Planning Environments for Young Children and any other Day Care classes offered during the semester. For further information on the Day Care specialization, contact: Janie Rosenberg, director of Burgess House, or Sharon Stine, director of Children's Programs.

DEVELOPMENTAL EDUCATION

This specialization in Developmental Education, open to both B.A. and M.A. students, is designed to develop competence in working as a teacher or administrator in a wide variety of settings and across age levels. We believe that there is a developmental continuity to learning - that educational environments for toddlers should be similar in some ways to learning environments for six-year-olds and twelve-year-olds and adults. Our bias is toward making adult learning environments more like those for young children, rather than vice versa. Our educational approach is rooted in our in-depth experience and in value orientations reflecting the Quaker tradition, the nursery education/child study tradition, progressive education, developmental psychology (especially Erikson and Piaget), humanistic psychology, and cultural pluralism. Throughout the program, emphasis is placed on strategies for implementing these values. We expect students to join us in the process of asking questions and examining assumptions, in order to work out their own unique philosophies of education.

Students in this program may be interested in infant-toddler programs, preschool teaching or administration, innovation in public education, administering an alternative school, parent/community work, or college teaching. Many of the programs in which graduates will be interested require appropriate training and experience but not certification. Those students who do want certification may design their programs to qualify for any of the following: public school teaching credential: Multiple Subject (elementary) and Single Subject (secondary); Instructional and Supervision permits, California Children's Centers; Early Childhood Specialist Instructional credential; Community College teaching credential; Adult Education credential.

Required courses for the Developmental Education specialization are:

2 semesters of the Developmental Education seminar

Practicum experience at any four developmental levels (2 in on-campus programs, which include children ages 0-9, adolescents, parents and college students).

Courses as needed to meet individual goals, including certification.

Advisors: Betty Jones
Mio Polifroni

GERONTOLOGY

The major dependent populations in our society are the very young and the very old. Pacific Oaks has long experience with programs for young children and their parents, and with a developmental perspective on the human life cycle. We are now beginning to devote attention to grandparents and other persons at the end of the life cycle, retaining our developmental perspective as we explore the designing of services for the aged which are consistent with the developmental tasks of the last stage of life, which Erik Erikson describes as ego identity vs. despair. Programs and services to the aged which support the person in this task will be clearly related to her/his self-initiated activities for the purpose of increasing ego integrity and decreasing feelings of despair. Such activities are likely to include the following:

opportunities for reminiscence (verbal; non-verbal through dramatization, music, cooking, work with art, etc.)
recreational activities, participation in rituals which have meaning to the person (religious, family),
sensory experience and pleasure, physical exercise
opportunities to be useful/productive in some way
intergenerational contacts.

Course requirements are the gerontology seminar for 2 semesters, and other related courses, such as Crises of Maturity, Later Years, etc.

Advisor: Carroll Borland-Parten

WORK WITH INFANTS AND TODDLERS

Programs for infants, toddlers and their parents are proliferating and there is a growing demand for professionals knowledgeable in this area. Basic requirements for the specialization are two Practicum/Seminars in Pacific Oaks infant/toddler program and course work, such as The Earliest Years, Authentic Infant - Competent Care, and Preventive Intervention for Infants and the Very Young, as well as Parent/Community courses, are recommended.

Advisor: Molly Noxon

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

College Teaching

Required courses for the Administration specialization:

Required courses for the College Teaching specialization:

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

Advisor: Karen Fite

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

Advisor: Betty Jones

MARRIAGE, FAMILY AND CHILD COUNSELING

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; 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. application. Pacific Oaks offers the following courses as part of its MFCC equivalency degree program: Human Development: Early and Later Years, Human Sexuality, Personality Theory and Clinical Intervention, Psychopathology: Childhood and Adult, Social Environments of Human Growth and Development, Theories and Practice of MFCC (includes Law and Ethics), Communication Skills and Individual Dynamics, Testing, Measurement and Research, Practicum: MFCC, and Graduate Specialized Practicum: MFCC.

Advisor: Barbara Richardson

PARENT/COMMUNITY WORK

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 of 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 (2 semesters), Model and Methods of Parent Involvement, and Politics of Parenthood.

Advisor: Judith Meyer

WOMEN'S STUDIES

This specialization is designed for those who wish to teach women's studies, those who wish to work with women in any one of various settings, including work with mothers, administration of women's organization, such as health centers, feminist businesses; persons who wish to become women's advocates; and people who want to develop an understanding of the impact of sexism on women's lives. Additionally the specialization is designed for those who wish to do theory-building and writing in the area of women's studies and feminist theory. Requirements for the specialization include two seminars in women's studies, field work in an appropriate setting, and an M.A. project in the area of women's studies is strongly recommended. Additional curriculum areas which are recommended in conjunction with this specialization include communication skills, and work in other areas of diversity, e.g. racism, ageism.

Advisor: Karen Fite

PACIFIC OAKS FACULTY

FACULTY

JUDITH ARIEL

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development and Early Childhood Education. A.A. Los Angeles City College, Psychology.

JEAN BARRETT

Ph.D. Claremont Graduate School, Psychology and Education. Ph.D. (pending dissertation) University of California at Los Angeles. M.A. University of California at Los Angeles, Anthropology/Sociology. B.A. University of California at Los Angeles, Philosophy.

CARROLL BORLAND-PARTEN

D.Ed. Fielding Institute. M.A. California State University at Los Angeles, Early Childhood Education. B.A. Pacific Oaks College, Human Development. "Core Certificate" University of California at Los Angeles, Nursery School Education. A.A. University of California at Berkeley, Speech Arts. California Special Education Teaching Credential. California General Elementary Teaching Credential. Early Childhood Specialist Teaching Credential. Adult Education (Parent Education) Credential. Community College Credential.

LOUISE DERMAN-SPARKS

M.A. University of Michigan, Early Childhood and Elementary Education. B.A. Brooklyn College, European and American Literature. Preschool, Early Elementary and Mentally Retarded Children Teaching Credentials.

JERRY FERGUSON

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KAREN FITTE

M.A. (pending thesis) Pacific Oaks College, Human Development. M.A. Georgetown University, English. B.A. Pomona College, English. General Secondary Credential, English and Social Sciences. General Elementary Credential. Junior College Credential, Language Arts, Literature and Professional Education.

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M.A. Center for Early Education, Early Childhood Development: Teaching Tract. B.A. University of Wisconsin, English.

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ELIZABETH HERRICK

M.A. Radcliffe College, History. B.A. Regis College.

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Ph.D. University of Southern California, Sociology. M.A. Whittier College, Sociology. M.A. University of Wisconsin, Child Development. B.A. College of the Pacific, Psychology. Standard Teaching Credential, Elementary and Early Childhood.

POLLY McVICKAR

M.Ed. Boston University, School of Education. B.A. Wheaton College, Psychology and English. Certificate Preschool Education, Elliot-Pearson. Fellow, American-Scandinavian Foundation, Study of Language Roots, University of Copenhagen. Study of Ramayana Tales and Wayang Shadow Puppets, Airlangga University, Surabaya, Indonesia. Partial Pacific Oaks Grant, Study of Celtic Mythology, University of Dublin.

JUDITH MEYER

Ph.D. student, United States International University, Psychology. M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development. A.A. Antelope Valley College. California Standard Teaching Credential, specialization in Early Childhood Education. California Community College Instructor Credential, Nursery School and Preschool Education.

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M.A. Pacific Oaks College, Human Development. B.A. Pomona College, Government.

MIO POLIFRONI

M.A. Pacific Oaks College and Claremont Graduate School, Human Development. Graduate work, School of Social Service, University of Chicago. B.A. University of Chicago, Social Service Administration.

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M.A. Los Angeles, State College, Psychology. B.A. University of Denver, Social Sciences and Mathematics.

BUNNY RABIROFF

M.A. Pacific Oaks College, Human Development.

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JANIE ROSENBERG

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M.A. Pacific Oaks College, Human Development. M.F.C.C., Pacific Oaks College. R.N.

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MAGDA GERBER

Graduate Teacher College Diploma, Budapest, Hungary, Infancy and Early Childhood Education. Graduate Diploma, Notre Dame Sion, Budapest, Hungary, Language Arts. Graduate Diploma, Sorbonne, Paris, Language Arts.

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JOE HUERTAS

M.A. student, Pacific Oaks College, Human Development. A.A. New York City Community College. Undergraduate work at New York University and University of Puerto Rico.

KATHLEEN LARKIN

Ed.D. University of Southern California, Counseling Psychology. M.P.A. University of Southern California, Public Administration. M.Ed. University of Georgia, Rehabilitation Counseling. B.A. University of Southern California, Psychology and Religion.

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M.A. California State University at Los Angeles, Special Education: Educationally Handicapped. B.A. Brooklyn College, Mathematics and Fine Arts. Standard Elementary Teaching Credential. Special Education Credential: Learning and Severely Handicapped. Community College Instruction Credential: Special Education, Nursery Education, Education of the Handicapped.

HEATHER MCFARLANE

M.A. Pacific Oaks College, Human Development, specializations: Administration, College Teaching and Women's Studies. B.A. Pacific Oaks College, Human Development. B.C. Preschool Teacher's Certification, Langara College, Early Childhood Education.

ROBERT NAGGE

Current program director for the Center for Human Relations and Community Studies at Concordia University. Former faculty member of Concordia and current consultant in British Columbia.

RUTH PEARCE

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development.

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M.B.A. University of Denver, not-for-profit organizations. B.A. Pomona College, History.

IAN RUSS

Ph.D. student, Wright Institute, Social-Clinical Psychology. M.F.C.C. License, State of California. M.A. Pacific Oaks College, Human Development. B.A. UCLA, Hebrew Literature.

JUDI SEGAL

Ph.D. Fielding Institute, Human Development. M.A. Pacific Oaks College, Human Development. B.A. Concordia University, Applied Social Science. Teaching Certification, McGill University.

STAN SMITH

M.A. School of Theology, Claremont Graduate School, Education and Counseling.

KAY THORNTON-HIRSCH

Presently employed at Pasadena Public Library - Administration. Instructor of Audio/Visual Workshop at Cal Tech.

NIKOLA TRUMBO

M.A. Pacific Oaks College, Human Development. B.A. University of Colorado, Spanish. Clinical Training, Cedars-Sinai Medical Center.

FACULTY MEMBER EMERITUS

MARIANNE WOLMAN

Ph.D. (pending dissertation) Claremont Graduate School. M.A. Claremont Graduate School, Psychological Foundations of Education. B.A. University of Vienna.

INDEX BY COURSE NUMBER

EDUCATION:

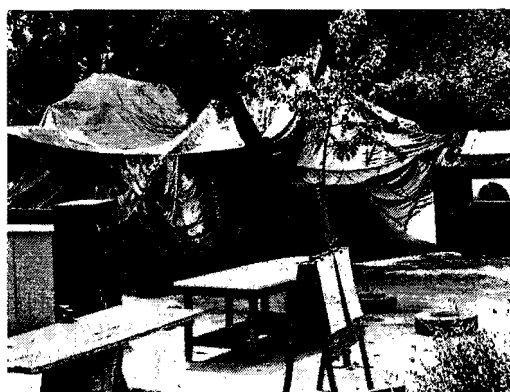
Ed/S/W215	Audio-Visual	14
Ed/S231	Introduction to Public Schools	15
Ed/S243	Elementary Curriculum: Reading including Phonics, Social Studies/ Multi-Culture	15
Ed/W244	Elementary Curriculum: Math, P.E., Psycho-Motor, Health	15
Ed/D/S252	Kindergarten	15
Ed/D/S253	Primary	15
Ed/D/S254	Upper Elementary	15

HUMAN DEVELOPMENT:

HD/S200E	Early Years	18
HDL200E	Observation/Participation in Pacific Oaks' Children's Programs	18
HD/S201L	Later Years	19 & 26
HD/S203L	Women in the Later Years	26
HD/S206C	Group Processes	26
HD/S/W208	It's Music Time	19
HD/S210D,E	Childhood in Various Cultures	26
HD/S212E	Children Under Stress	19
HD/S215	East/West Psychology & Philosophy	19
HD/S217D	Non-Sexist, Non-Racist Curriculum for Pre-School	26
HD/S221-I	Theory of Marriage, Family & Child Counseling	19
HD/W221-II	Practice of Marriage, Family & Child Counseling	19
HD/S224	Practicum: MFCC	19
HD/S225	Graduate Advanced Fieldwork	23 & 26
HD/S226D	Teaching the Latino Child	19
HD/S/W228	Literature for Children	20
HD/S230	Mythology & Folklore	27
HD/S232C	Communication Skills & Individual Dynamics	27
HD/S235D	Social Environments of Human Growth and Development	20

HD/S236E	Erik Erikson, Robert Coles & the Social Psychology of Childhood	20
HD/S237	Human Sexuality	20
HD/S238E	Ecology of the Child	27
HD/S240	Models & Methods of Parent Involvement	20
HD/S/W245C	Imagination in the Classroom	20
HD/S247E	The Earliest Years	21
HD/S/W248	Planning Environment for Young Children	21
HD/S249E	Preventive Intervention for Infants and the Very Young	27
HD/F251	Shadow Study	21
HD/S253L	Adolescent Women's Group	27
HD/S254E	Authentic Infant - Competent Child	21
HD/S/W257	Integrating Mind & Body	28
HD/S259L	Advanced Clinical Therapy with Older Adults	28
HD/S/W260R	Testing, Measurement & Research	28
HD/S/W261C,R	Communication Alternative to Written Research	21
HD/S262R	Research	26
HD/S267-I	Psychopathology: Childhood	28
HD/S267-II	Psychopathology: Adulthood	21
HD/S269	Personality Theory & Clinical Intervention	21
HD/S273	Physiological Development	28
HD/S/W276	Graphology: Psychology of Hand- writing	22
HD/S279C	Language as Healing	22
HD/P/S280	Practicum/Seminar in a Clinical Setting	15
HD/S/W284C	Problems & Process of Writing	28
HD/S289	Learning in the Young Child	15
HD/S290	Clinical Issues & Counseling Techniques in Therapeutic Preschool	16
HD/S291	Law & Ethics in Human Services Professions	29

HD292	Independent Study	29	SPECIAL EDUCATION:	
HD/S/W295C,R	Thesis as Transition	22	SpEd/S236	Assessment, Individualized Instruction and Accommodating Environments for Exceptional Children 17
HD/S/W298	Assessment of Experience	22		
HD299	Master's Project	22		
HD/S300C,L,D	Women's Studies	22	SpEd/S237	Early Identification and Program Planning for the Learning Handicapped 25
HD/S320D,L	Gerontology Seminar	23		
HD/S330C,D	Parent/Community Work	23	SpEd/S238	Early Identification and Program Planning for the Severely Handicapped 25
HD/S340C	Leadership in Education	23	SpEd/S243-I	Teaching the Learning Handicapped: Cognitive Realm 25
			SpEd/S243-II	Teaching the Learning Handicapped: Psycho-Motor Realm 17
HD/S360D	Social Dynamics in Human Development: Interaction in a Pluralistic Society	29	SpEd/S244-I	Teaching the Severely Handicapped: Cognitive Realm 25
HD/P/S402	Day Care	12	SpEd/S244-II	Teaching the Severely Handicapped: Psycho-Motor Realm 17
HD/P/S403	Infant/Toddler/Parent Center	12		
HD/P/S404	2 Year Yard	12	SpEd/S252	Public School Law, Ethics, and Administration 25
HD/P/S405	Preschool: 3-5 Years	13	SpEd/D257	Learning Handicapped 17
HD/S406	Observation/Reflection: Preschool	13	SpEd/D258	Severely Handicapped 17
HD/P/S407	Kindergarten	13	SpEd/S260	Introduction to the Exceptional Child 18
HD/S408	Observation/Reflection: Kindergarten	13		
HD/P/S409	Open Classroom: Primary	13	SpEd/S261	Working with Exceptional Children and their Families 18
HD/S410	Developmental Education Seminar	13	SpEd292	Independent Study 18
HD/P/S411	Adolescents	14	SpEd/S310	Special Education Program 17
HD/P/S412	Graduate Specialized Practicum	14		
HD/P/S/413	Graduate Specialized Practicum: MFCC	14		
HD/S420E	The Art of Observation	24		
HD/S421C	Professional Development: Strategies for Being an Effective Leader, Team Member, Supervisor or Person	24		



Photograph by Barbara Forrest



APPLICATION FOR JANUARY INTENSIVE SESSIONS

JANUARY INTENSIVE SESSION REGISTRATION INFORMATION: (for course descriptions of Intensives, see page)

Each seminar is an intensive 8 hours a day program for two weeks, designed to give students 6 semester units of graduate credit.

The fee is \$695 per seminar. On a space available basis, students who do not wish to earn units toward a degree may participate for an auditor's fee of \$100 per seminar.

Enrollment in each seminar is limited to 30 participants on a first-come, first-served basis, based on the date the registration form is received. We will receive registration forms through December 11, 1981. You may call College Records (213) 795-9161, extension 28, to inquire if a seminar is full before you register for it. If you wish to register in person, please come in during Fall registration, see Fall Calendar for registration dates.

There is a non-refundable deposit of \$25 which must be mailed in with your registration form. Naturally this will be refunded if a seminar is already full when we receive your registration. The remaining tuition (\$670) must be in the College Records Office either by mail or in person, by January 4, 1982*.

When your registration is received and you are enrolled in a seminar, you will receive a notice of confirmation.

Please remember to check the appropriate seminar you wish to attend on the registration form.

Pacific Oaks has no student housing facilities.

*This date applies to the January 11 - January 22 intensives. The first day care intensive (December 21 - January 8) must be paid in full by December 11, 1981.

Mail to: College Records, Pacific Oaks College, #5 Westmoreland Place, Pasadena, CA 91103

Date: _____

Name: _____

Address: _____

Telephone: () _____ () _____
home work

Occupation: _____ Place of Employment: _____

Highest Degree Earned: _____ Please send M.A. information: ____yes ____no

I wish to register for: Day Care Intensive Practicum: December 21 - January 8: _____

January 11 - January 22: _____

HD/S420E The Art of Observation: _____

HD/S421C Professional Development: _____

\$25 non-refundable deposit enclosed? _____

signature



PACIFIC OAKS

5 Westmoreland Place
Pasadena, California 91103
(213) 795-9161

APPLICATION FOR ADMISSION

Please send completed application to the
Director of Admissions.

For efficient processing and student planning,
this application should be received at least 3
months prior to the anticipated entrance date.
When all requested admission documents have been
received, you may expect a reply within 1 month.

Anticipated date of entrance:

_____ Fall _____ Spring _____ Summer 19____

Name _____ Phone _____
Last First Middle Maiden

Mailing Address _____
Number Street City State Zip

Permanent Address _____
Number Street City State Zip

Name and Address of spouse, parents or nearest relative _____

Birthdate _____ Sex _____ Social Security # _____

Place of Birth _____ Citizenship _____

If foreign, what type of visa will you be on? _____ Student _____ Exchange _____ Other (specify) _____

DEGREE OR CREDENTIAL PROGRAM SOUGHT (separate application fee required for each program checked)

_____ B.A. _____ M.A. _____ M.A. Readmission (Interviews available--contact Admissions Office.)

_____ B.A. _____ M.A. Admission by Life/Work Experience. Interview may be requested by the Admissions Committee. Admission to this program is provisional in all cases for one semester.

_____ Marriage, Family, Child Counseling Program. Interview required.
Admission to this program is provisional in all cases for one semester.

_____ Multiple Subject Teaching Credential Program. Interview required.
Additional document required: Passing of English Competency Exam (administered by Credentials Department).

_____ 5th Year of Study Credential Program. Interview required.
Additional document required: Copy of a valid basic teaching credential.

_____ Early Childhood Specialist Instruction Credential Program. Interview required.
Additional documents required: 1. Verification of 2 years successful teaching experience (forms available).
2. Copy of a valid basic teaching credential.
3. Passing of English Competency Exam.

_____ Specialist Credential in Special Education. Interview required.
_____ Learning Handicapped _____ Severely Handicapped (application fee covers 1 or both)

_____ Other (please explain) _____

For office use only:

_____ Fee _____ Transcripts _____ T.B. Test _____ TOEFL _____ Additional _____
_____ Autobiography _____ References _____ Experience Summary _____ Interview _____

EDUCATION

List in chronological order all colleges and universities attended, including professional schools.

Name	Location	Months/Years Attended From To	Major	Degree Received or Pending and Year
------	----------	----------------------------------	-------	--

How did you hear of Pacific Oaks? (If from a person, indicate his/her name and address.)

DOCUMENTATION

Before this application can be considered, the following documents must be received:

1. FEE of \$25 for each program you have checked, for which you are seeking admission.
2. AUTOBIOGRAPHY of approximately 500 words. Tell us something about yourself: your background, important events in your life, what you're doing now, why you're applying to Pacific Oaks, your hopes for the future.
3. OFFICIAL TRANSCRIPTS from all post-high school institutions attended. If any work is still in progress, please so indicate and send official verification of enrollment.
4. REFERENCES: 3 references are required,
 - a. preferably from teachers, employers, administrators who know you (teaching fellows must have at least 2 references from employers or supervisors);
 - b. mailed directly from these people to the Director of Admissions; and
 - c. as these tend to be slow in arriving, please indicate deadline date to your reference senders.

Please list your references:

Name	Position	Complete Address	Relationship to Applicant
------	----------	------------------	---------------------------

5. TUBERCULOSIS TEST: Tine test or X-ray is acceptable, and must be on file before registering for first class.

6. WORK AND VOLUNTEER EXPERIENCE SUMMARY: Please submit on a separate sheet of paper, using the following format:

Position	Employer	Ethnicity and Ages of People Worked With	Dates (To/From)
----------	----------	--	-----------------

Indicate volunteer experience with (*). Applicants for the M.A. Admission by Life/Work Experience and M.F.C.C. programs need to submit more detailed summaries, clearly defining tasks, skills and level of responsibility for each position held.

7. FOREIGN STUDENTS for whom English is a second language must submit a TOEFL Test score of 500 or better.
8. ADDITIONAL DOCUMENTS are required for some credential programs (see DEGREE OR CREDENTIAL PROGRAM SOUGHT section).

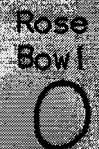
FINANCIAL AID

If you wish to be considered for financial aid, please write directly to the Financial Aid Officer for a Financial Aid application and return it by November 1 for Spring semester, March 1 for Summer and/or Fall semesters.

Pacific Oaks welcomes people of all ages, races, religions and nationalities, and does not discriminate on the basis of handicap in admission or access to any of its programs.

Applicant Signature

Date



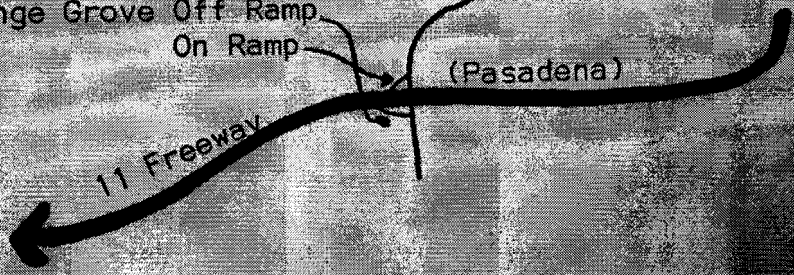
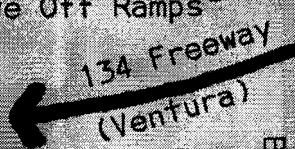
PACIFIC OAKS COLLEGE
5 Westmoreland Place
Pasadena 795-9161

Neighborhood Church

Orange Grove Off Ramps

PACIFIC OAKS CHILDREN'S
SCHOOL
714 W. California Blvd.
Pasadena 795-9161

Orange Grove Off Ramp
On Ramp



Rosemont
Arroyo
Terrace

Arroyo
Blvd.

Orange Grove Blvd.

Orange Grove Blvd.

210 Freeway (Foothill - East)

Walnut Avenue

Colorado Blvd.

Fair Oaks

California Blvd.

(Pasadena)