

PACIFIC OAKS BULLETIN

FALL 1982 and SPRING 1983



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 1982	10
Spring Calendar 1983	11
Fall 1982	12
Working With Children	12
Public Schools: Basic Credential Program	14
Children With Special Needs in a Clinical Setting	15
Special Education Credential Program	16
Human Development Theory	18
Pacific Oaks Intensives	26
Spring 1983	30
Working With Children	30
Public Schools: Basic Credential Program	30
Children With Special Needs in a Clinical Setting	30
Special Education Credential Program	30
Human Development Theory	31
Master's Program and Specializations	31
Pacific Oaks Faculty	41
Index by Course Number	45
Application for Intensives	47
Application for Admissions	49

*Pacific Oaks is accredited by the Western Association of Schools and Colleges.
As a Quaker-founded institution, Pacific Oaks has traditionally sought diversity in
age and in racial, ethnic, religious, economic and social background in its student body.
Our policies in admissions and other areas are non-discriminatory regarding race, sex,
religion, ethnicity, handicap and age.*



Photograph by Heather McFarlane

Cover Photograph by Heather McFarlane

DEAN'S MESSAGE

When I have the time, I make an occasional foray into contemporary culture, so a few Sundays ago I went to the market to play Pac-Man. (Having no children, I don't have contemporary culture thrust upon me, but can select at my own pace aspects of it I wish to explore.) After a few dollars had passed, I thought I was getting the hang of it. Then an eight-year-old came up and assertively plunked his quarter down on the corner of the machine. I decided that this must be some form of Pac-Man etiquette, so I stepped aside to let him play.

As I watched him, whole new vistas of Pac-Man opened up to me. I hadn't yet discovered the tunnel or the cherry, much less lemon, strawberry, or keys. 32 additional years of life --- experience, reading, thinking --- counted for nothing. Thousands of dollars would have to pass before I would play Pac-Man as well as that eight-year-old. And by that time, I feared, senility would have set in, robbing me of any potential for the rapid hand-eye coordination, precise and subtle manual dexterity, quick thinking and at-oneness with machine that I now saw were required to become a Grand Master of Pac-Man.

My encounter with Pac-Man and the eight-year-old took place in the interlude between four long years of law school and two intensive months of bar review. Now as I steel myself for what will -- I hope -- be the final lap in earning the right to call myself Esquire, I find myself wondering what I'd be doing today, even who I would be today, had I been a Pac-Man expert when I was eight. At eight I hadn't even seen television. I read books; I had to make up the pictures and sound effects in my head. Everything moved slowly. So it seems natural to me that things take awhile, to plan and set goals for the distant future. I enjoy the long, slow process of working toward -- and when I get to the end of something, I feel proud of myself.

My view of Pac-Man is certainly partly contaminated by that syndrome of aging which is a mixture of nostalgia for one's own childhood, belief in one's own way of being in the world, and concern over what the younger generation is coming to. But I'm not wanting to become the Carrie Nation of the video parlor -- in fact I'm trying to figure out how to sneak in late at night and improve my skills before I play again where an eight-year-old can watch me. I'm just wondering -- and bewildered by my inability even to imagine -- what will make that eight-year-old proud of himself when he is forty.

Karen M. Site

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 Margennoth 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/himself, 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 first offered a two-week intensive session in August, and plan to offer similar intensive sessions in January. 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 (Admission 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 the 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 37 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 37.

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 AND 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: practice, 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 Rushnell
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/F,P,S,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 portion 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 5-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 careful evaluation of a student's total financial strength, including income, size of family, allowable expenses and assets.

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

Contact person:

Betty R. Sowell
Financial Aid Officer
5 Westmoreland Place
Pasadena, CA 91105
(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 (5% 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 loan program). Repayment begins 6 months after graduation or termination of at least half-time status, with minimum repayment of \$50 per month. Loan decisions made by the bank.

PELL Grant (formerly Basic Educational Opportunity Grant - BEOG). Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on the first undergraduate degree.

Supplemental Educational Grant Program (SEOG)
Grant program for undergraduate students with

exceptionally high financial need.

College Work-Study Program (CWSP)

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

Pacific Oaks Interest-Free loan

Privately donated fund offering long-term loans without interest. Repayment begins 12 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. There are also a limited number of merit-based scholarships available to outstanding students.

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 children's programs assisting the Head Teachers.

ALL APPLICANTS FOR FINANCIAL AID MUST SUBMIT THE FOLLOWING DOCUMENTS:

1. Pacific Oaks Application for Financial Aid
2. Student Aid Application for California (SAAC) 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 Student Aid Application for California (SAAC) 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 the 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 School has 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 the Children's School. Some of these students are Teaching Fellows who assist a Head Teacher for the entire year. The Children's School represents an age span of birth through nine years of age and is 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, consensus curriculum is geared to the developmental needs of the children, based on our belief that children develop and learn 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, independence, creative thinking, physical skills, and social problem solving. Verbal communication and affirmative 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 2 1/2 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 optimal 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 School
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: May 1 through July 23
Spring: November 1 through December 17.

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

Bunny Bahiroff	- B.A. program and unadmitted B.A. students
Julith Meyer	- M.A. program and unadmitted M.A. students
Mic Polifroni	- ECSHC and basic Credential programs and unadmitted Credential students

Barbara Richardson - M.F.C.C. program and unadmitted
M.F.C.C. students

Stan Smith - M.F.C.C. program

Registration: will take place in the College Records
Department:

Fall: September 1, 11:00 AM to 3:00 PM
September 2, 3:00 PM to 7:00 PM
September 3, 7:00 AM to 11:00 AM

Spring: January 19, 11:00 AM to 3:00 PM
January 20, 3:00 PM to 7:00 PM
January 21, 7:00 AM to 11:00 AM

Registration for January Intensives will take place
on the first morning of the intensives. Students may
preregister by filling out the Application form on
page 47.

Late Registration: will begin:

Fall: September 7 9:00 - 12:00 and
1:00 - 4:00

Spring: January 24 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 \$85 per unit, on a space avail-
able 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 7 9:00 - 12:00 and
1:00 - 4:00

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

Spring: January 24 9:00 - 12:00 and
1:00 - 4:00

January 25 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 \$85 per unit cost applies. Credential post-bac
units (at the \$85 per unit rate) may be registered
for during the regular registration dates; advisor's
signature required.

Practicum Placements: On-campus practicum place-
ments will be handled by the Children's School
office. Public school student teaching placements
have been made by Milo Polifroni. Any student taking
a practicum must have an application, fee and refer-
ences on file with Admissions. For more information
about on-campus practice, 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 5 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 1980 must be on file in the College
Records Department in order to register. Please have
the test results mailed to that office before regis-
tration 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
977-4391 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 17, for Fall, and Friday, February 4, 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 \$160
Reduced Rate: non-Pacific Oaks credit
per unit \$ 85
Late Registration charge \$ 10
Change of Program (per change) \$ 3
Student Activity Fee \$ 10
Workshop fee \$ 25-\$50
Continuing Registration fee if not registered
for at least 2 units in the semester prior
to graduation \$160
Graduation Fees:
B.A. \$ 10
M.A. \$ 50
Multiple Subject Credential \$ 10
5th Year Program \$ 10
ECSEIC \$ 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)	1 1/2%

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 5, for Fall and Friday, April 15, 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 1 1/2% 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) in the semester preceding graduation;

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 \$160.

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 ED 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, P, W, or 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.

FALL CALENDAR 1982

Now through July 23	*Preregistration for Fall semester
Wednesday, September 1	Orientation for new students, 10:00 - 11:00 AM
.	REGISTRATION: 11:00 - 3:00 PM
Thursday, September 2	REGISTRATION: 3:00 - 7:00 PM
Friday, September 3	**REGISTRATION: 7:00 - 11:00 AM
.	Full Faculty Retreat
Monday, September 6	Labor Day - School and Offices closed
Tuesday, September 7	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 8	Orientation for Children's Programs: 8:00 - 1:00
.	Reduced Rate Registration: 9:00 - 12:00, and 1:00 - 4:00
Thursday, September 9	Children's Programs begin
Sunday, September 12	Community Celebration of Beginnings..... 5:00 - 7:00 PM
Friday, September 17	Last day to add classes for Fall semester
Monday, September 27	Yom Kippur - School and Offices closed
November 5, 6, & 7	BOOKFAIR!
Thursday, November 11	Veteran's Day - School and Offices closed
Thursday, November 25 and Friday, November 26	Thanksgiving - School and Offices closed
Friday, December 10	Last day to register for MA Projects and Independent Studies
Friday, December 17	College classes and Children's Programs end
Wednesday, December 22	Student Evaluations due in College Records
December 23 and 24	Christmas - School and Offices closed
December 30 and 31	New Year's - 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 1983

November 1 - December 17	*Preregistration for Spring Semester
January 3 - January 26	Day Care Practicum Intensive Session
Monday, January 10	January Intensives begin
.	Children's Programs reconvene
Wednesday, January 19.	Orientation for new students, 10:00 AM - 11:00 AM
.	REGISTRATION: 11:00 AM - 3:00 PM
Thursday, January 20	REGISTRATION: 3:00 PM - 7:00 PM
Friday, January 21	REGISTRATION: 7:00 AM - 11:00 AM
.	January Intensives end
Sunday, January 23	Graduation
Monday, January 24	College classes begin
.	Orientation for students doing practica in Children's Programs
.	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 25.	Children's School practices begin
.	Reduced Rate Registration: 9:00 - 12:00, and 1:00 - 4:00
Friday, February 4	Last day to add Classes for Spring Semester
Friday, February 11.	Lincoln's Birthday - School & Offices closed
Monday, February 22.	Washington's Birthday - School & Offices closed
March 28 - April 1	Spring break
Friday, April 1.	Good Friday - School & Offices closed
April TBA.	Burgess Lecture
Friday, May 13	Last day to register for MA Projects and Independent Studies
Friday, May 20	College classes and Children's Programs end
.	Student evaluations are due in College Records
Sunday, May 22	Graduation
Monday, May 30	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 School 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 as 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 three to 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 required; unit credit for seminars is optional. The maximum number of units a student may take the practicum/seminar for is six (6) units.

Observation/Reflection: Students wanting to gain knowledge about curriculum planning and observation of children at a specific age level may observe regularly in a children's group and attend its regular seminar. Seminar times are listed under each Practicum.

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

Children's School 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 practicum students is Tuesday, September 7th, 8:00 AM to 1:00 PM, and Wednesday, September 8th, 8:00 AM to 1:00 PM.

Spring Orientation: for all practicum students is Monday, January 24th, 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 2 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: 6:00 - 7:30 PM, Monday
Orientation: see times in previous column.

HD/P/5403 Infant/Toddler/Parent Center

Renata Cooper

2-6 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, 3 or 4 days/week
Includes daily staff meeting
2-4 units

HD/5403 Seminar: Infant/Toddler
4:00 - 7:00 PM, Monday
2 units (optional)

Orientation: see times in previous column.

HD/P/5404 2 Year Yard

Naris Gutierrez

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 experience 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
includes daily staff meeting
3-5 units

HD/S404 Seminar: 2 Year Yard
4:00 PM - 7:00 PM, Monday
2 units (optional)

Orientation: see times on previous page.

HD/P/S405 Preschool: 3-5 Years

Mae Varen and Cory Gann 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 skills with children and adults, experience in developing, implementing and evaluating a multi-cultural/non-sexist curriculum, interaction with parents, environmental analysis, writing developmental summaries, 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 to 5 days/week
includes daily staff meeting
3-5 units

HD/S405 Seminar: Preschool
4:00 PM - 7:00 PM, Monday
2 units (optional)

Orientation: see times on previous page.

HD/P/S407 Kindergarten

Molly Scudder 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 phonics 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 1:00 PM, 3 to 5 days/week
includes daily staff meeting
3-5 units

HD/S407 Seminar: Kindergarten
4:00 PM to 7:00 PM, Monday
2 units (optional)

Orientation: see times on previous page.

HD/S408 Observation/Reflection

Staff 2 units

This course requires weekly observation in infant/toddler, 2 year yard, preschool, kindergarten, or primary; and participation in that program's weekly seminar. Students are able to focus on curriculum and children through a process of reflection and critical thinking in seminar. Observation time to be arranged with head teacher. See seminar times for each age group.

HD/P/S409 Open Classroom: Primary

Jill Boyd and Betty Massoni 6 units

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development. Child observation, the writing of developmental summaries, anti-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 or teaching experience. Concurrent registration in Developmental Education is recommended.

Practicum: 2 full days plus 2 short days -
8:30 AM to 3:00 PM, and 8:30 AM to 1:00 PM
or equivalent by arrangement with teachers.

HD/S409 Seminar: Open Classroom: Primary
3:30 PM to 6:00 PM, Monday
2 units

Orientation: see times on previous page.

HD/S410 Developmental Education Seminar

For course description, see page 35.

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/5412 Graduate Specialized Practicum

Staff 3-6 units

A teacher may serve as Facilitator to an M.A. student who has a 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/5413 Graduate Specialized Practicum: Marriage, Family & Child Counseling

Barbara Richardson and Staff 3 units

Prerequisites: admission to the MFOC program and approval of the MFOC Coordinator and Children's School Director and Faculty. Completion of, or concurrent enrollment in: HD/S300 The Early Years; HD/S221-I Theory of Marriage, Family, and Child Counseling; HD/S269 Personality Theory and Clinical Intervention; HD/S291 Law & Ethics in Human Services Professions (or equivalent course); and HD/S360 Social Dynamics in Human Development: Interaction in a Pluralistic Society (or equivalent course).

Seminar/practicum in working with preschool and primary-aged children, their families and their teachers in diverse human services programs as selected by staff and student. 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. This practicum/seminar will enhance students' ability to analyze, critique, understand and experience a variety of socio-cultural milieus, psychotherapeutic treatment modalities, human problems and needs, and public and private human services policies and programs. Students will develop competencies in articulating, developing and implementing mental health service and program alternatives which enhance human development and help facilitate individual and group processes. Practicum includes individual and group supervision.

Seminar/practicum: to be arranged with instructors.

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

Marjorie Shore 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 23 and 30
Spring: March 5 and 12

Ed/S231 Introduction to Public Schools

Mio Polifroni

This course is being offered as part of HD/S410 Developmental Education Seminar. For course description, see page 25.

**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, Wednesday

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

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.

4:15 PM to 7:00 PM, Thursday

Directed Teaching:

Ed/D/S252 Kindergarten

Ed/D/S253 Primary

Ed/D/S254 Upper Elementary

Mio Polifroni and Polly McVicker

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.

Prerequisite: admission to a credential program, completion of Ed/S231, and previous or concurrent enrollment in Ed/S243 or Ed/W244.

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

Ed/292 Independent Study

Mio Polifroni and/or Staff

1-3 units

Available for students in the Credential program(s) to meet individual competency and/or program requirements. An independent study contract must be filled out and signed by the Coordinator

of the Credential Programs before registration can take place. Check Fall 1992 and Spring 1993 calendars for registration deadlines for Independent Study.

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
855-3534

HD/S289 Learning in the Young Child

Susan Schuster and Marilyn Lohow

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 in relation to each of the children in the classroom. Also discussed are prescriptive program planning, creative curriculum ideas, task analysis, I.E.P.s, behavior problems, environmental influence and

correlation to behavior problems, and some basic behavior modification techniques. Second semester topics include: the brain, language and concept formation, auditory perception and memory, visual perception and memory, gross and fine motor development, and testing. Throughout both semesters students are encouraged to ask questions, to discuss issues, and to apply the material presented in the seminars to working with children in the center.

1:00 PM to 2:00 PM, Wednesday

HD/S290 Clinical Issues & Counseling Techniques in Therapeutic Preschool

Don Fleming and Staff 2 units/
semester

The primary purpose of this seminar is to sensitize interns to clinical issues and therapeutic interventions with disturbed young children and their families. Topics to be discussed include: understanding intrapsychic conflicts in young children, family dynamics and parental interaction, and understanding stages parents may pass through in coming to accept a child with handicaps or disabilities. Interns are required to present a formal case "staffing," assessing and conceptualizing the major clinical issues in a case they are working with and to approach and evaluate their interventions with children in the classroom and parents in parent conferences with increasing clinical sophistication.

12:00 noon to 1:00 PM, Wednesday

HD/P/S280 Clinical Practicum

Cheerful Helpers Preschool *1.5 units

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

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

Practicum: 8:30 AM to 12:30 PM, 3-4 days/week, or
12:30 PM to 4:30 PM, 3-4 days/week

Seminar: to be arranged

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

may be applied toward Pacific Oaks M.A. degree - for further information about the Clinical Child Development Program Specialization, see page 37.

HD/P/S280 Clinical Practicum

Pasadena Child Guidance Clinic 3 units

Sylvia Wald and Staff

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

The facility offers a practicum involving the student with preschool and early-to middle-latency age children with a wide spectrum of emotional problems and learning difficulties. Pertinent theoretical orientations and practical application in the treatment of "problem" children are provided. Emphasis is placed on the socialization process as well as the psychosocial and individual development of the child.

Location: 56 Waverly Drive
Pasadena, CA 91105
(213)795-8471

Enrollment Limit: 5

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

SPECIAL EDUCATION CREDENTIAL PROGRAM

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

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

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

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

SpEd/5236 Assessment, Individualized Instruction and Accommodating Environments for Exceptional Children

Frances Liao 3 units

This course will cover the history and principles and methodology of testing and evaluation through study

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

Enrollment limit: 25
4:15 PM to 7:00 PM, Tuesday

**SpEd/S243-II Teaching the Learning Handicapped:
Psycho-Motor Realm**

**SpEd/S244-II Teaching the Severely Handicapped:
Psycho-Motor Realm**

Judy Altman 2 units each

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

Enrollment limit: 25
4:15 PM to 7:00 PM, Monday

Directed Teaching:

SpEd/D/S257 Learning Handicapped

SpEd/D/S258 Severely Handicapped

Judith Ariel 4 units each

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

Prerequisites: admission to the Special Education Credential Program. Concurrent enrollment or previous completion of SpEd/S243-I or SpEd/S243-II, or SpEd/S244-I or SpEd/S244-II. Previous teaching experience with normal children required.

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

Site arrangement to be determined by advisor prior to registration.

SpEd/292 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.

SpEd/S310 Special Education Program

Judith Ariel 3-8 units

PLEASE NOTE: this Special Education Program includes both SpEd/S260 Introduction to the Exceptional Child and/or SpEd/S261 Working with Exceptional Children and their Families which students must register separately for in order to receive credit. The course descriptions of these two courses follow the Special Education Program description.

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

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

Enrollment limit: 25
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

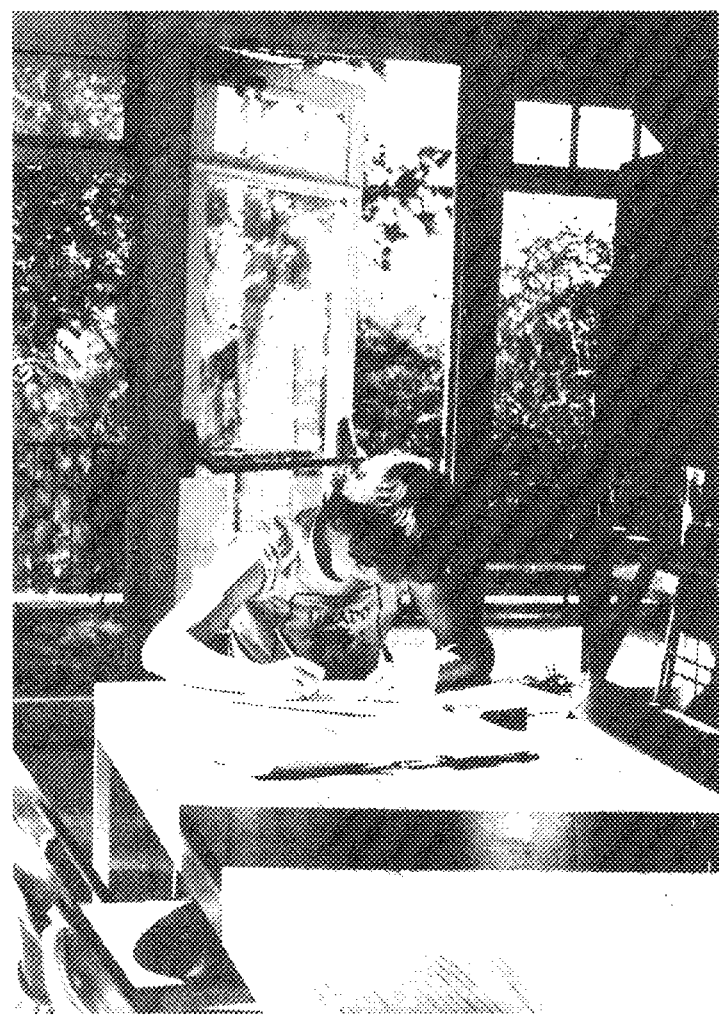
SpEd/S261 Working with Exceptional Children and Their Families

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



Photograph by Heather McFarlane

HUMAN DEVELOPMENT THEORY

Early Years Program

Benny Rabinoff

3-5 units

HD/S200E The 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 and Ruth Pearce

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.

7:15 PM to 10:00 PM, Monday

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.

4:15 PM to 7:00 PM, Wednesday

HD/S/W208 It's Music Time

Jacki Breyer

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.

7:15 PM to 10:00 PM, Tuesday

HD/S212E Children Under Stress

Bunny Rabirow

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/S218 Piaget

Louise Derman-Sparks

See course description under HD/S419 Developmental Education Seminar. This class will be integrated in the Seminar.

4:15 PM to 7:00 PM, Tuesday

HD/S220 Field Study Seminar: A. Fall B. Spring

Stan Smith

3 units/semester

An inter-disciplinary seminar designed to provide students a practicum in which they can relate their

academic work to practice in community agencies especially selected for their relevance to the students areas of study. All students in the seminar will be placed in agencies where they can learn more about the day to day work of their fields. The seminar is limited to 12 students, 6 of whom will be paid interns. Students are required to work 1 full year in their agency placement and to participate in both seminar A (Fall) and seminar B (Spring). Interns will be evaluated by both the instructor and supervisors in the agencies where they are placed.

The seminar is open to students who wish to participate in the Cooperative Internship/Field Studies Program, who meet the criteria for admission to the Program, and whose present degree programs or specializations do NOT require apprenticeship or practicum education. The Field Studies Seminar will allow students a setting and support group in which to think through their experiences, in which to question that experience, and in which to relate their experience to that of students from other placements and disciplines, thus broadening both their critical thinking abilities and their areas of knowledge. Students will address such issues as: survival strategies, the nature of community work, organizing lives and work, beginning from the way things are, administering agencies, raising money, developing alliances, strategizing around community priorities, support and independence, realistic expectations, field work as education, and the relationship of short-term objectives to long-term goals. Students will be asked to keep a journal, to create individual ways of developing their thinking and of organizing their experiences, and to participate in the on-going structuring of the Field Studies Program as a whole. A paper is also required. Contact Stan Smith for further information.

4:15 PM to 7:00 PM, Monday

HD/S221 Theory of Marriage, Family and Child Counseling

HD/W221 Practice of Marriage, Family and Child Counseling

Fall: Barbara Richardson

3 units

Spring: Melva Newman

3 units

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

Enrollment limit: 25

Fall: 4:15 PM to 7:00 PM, Wednesday

Spring: 7:15 PM to 10:00 PM, Tuesday

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 concu-

rently with HD/S/W221. Students are responsible for arranging their own fieldwork with qualified supervision for at least 16 hours per week. Cases and audio tapes will be reviewed in class.

10:00 AM to 12:45 PM, Tuesday

HD/S224-I Methods in Therapy I: Practicum with Supervision

Stan Smith 3 units

This practicum course is designed for MFOC students who 1) already are in supervision, or 2) who are in need of supervised hours. Placement for supervised hours is available to students through this course and payment of the \$80 laboratory/supervision fee. Supervised hours apply toward the MFOC license. The course is a seminar course offering students a unique setting in which they may actively relate theoretical coursework to actual clinical practice and vice versa. Emphasis will be placed upon those skills necessary to master therapists, whether they are in private or agency practice. These include: case histories, documentation, assessment, treatment plans, social work with clients, and referral mechanisms. Course work will include videotaping of "simulated" clinical settings, films of actual therapy sessions, and audio-recording of students working.

At the conclusion of the course each student will be videotaped in a "simulated" session based upon profiles from their own supervised experience, and will be required to present a transcript of their work with a "client" and the rationale for their work with that client.

4:15 PM to 7:00 PM, Thursday

HD/S/W228 Literature for Children

Polly McVicker 3 units

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

1:15 PM to 4:00 PM, Tuesday

HD/S231C Human Systems and Communication... The Interactional View

Kathleen Larkin 3 units

This class will assist students in recognizing patterns found in human communication and making use of them to effect strategic and therapeutic change. The class will provide students with an analysis of the systems approach to human problem-solving. Topics will include: communication-systems theory and its application in doing family therapy with a variety of problems, e.g., schizophrenia, marital and child problems, depression, and physical pain. Intervention strategies illustrating this model will be presented through case studies drawn from students.

7:15 PM to 10:00 PM, Monday

HD/S233 Models of Relationship Development

Judi Segal and Stan Smith 3 units

Regardless of the combination, relationships go through various stages of development. An awareness and understanding of this development is valuable for counseling, "helping" personal growth and work-relationships. All relationships involve two life histories that unfold both apart and together. The two people involved in the relationship need to be mindful of the fact that each is involved in creating and being responsible for their individual and relationship histories.

Using a blend of theory and practice, the course will include: communication, effective intervention techniques, sex-role issues, attitudes toward time frames of relationships and commitment.

8:30 AM to 4:30 PM, Friday
September 24, October 1 and 8

HD/S237 Human Sexuality

Judi Segal 3 units

In this class, using discussion, films, role-play and a variety of other methods, we will explore issues related to human sexuality. We will develop a framework for what is "normal" and a working vocabulary of appropriate language. Because sexuality is an integral part of the whole person, we will examine anatomy, physiology, sex-roles, erotic response, myths, sexual variation, sex therapy, communication, sexuality and life-cycles, and the quality of literature which is currently available. Attendance is required.

4:15 PM to 7:00 PM, Tuesday

HD/S240 Models and Methods of Parent Involvement

Ruth Beaglehole 3 units

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

Prerequisites: required for students in Parent/Community specialization.

4:15 PM to 7:00 PM, Tuesday

HD/S/W245C Imagination in the Classroom

Polly McVickar

3-6 units

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

Workshop fee: \$50.00

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

Starts: Fall: September 18, 1982

Spring: February 19, 1983

HD/S247E The Earliest Years

Mary Worthington

3 units

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

7:15 PM to 10:00 PM, Wednesday

HD/S/W248 Planning Environments for Young Children

Jerry Ferguson and Liz Prescott

3 units

The ecology of child development. Ways of examining the environment provided by the nursery school, day care center and other settings. Evaluating the use of physical space and selection of activity settings in terms of program goals. Environmental planning to enrich children's experiences and facilitate adult supervision.

Enrollment limit: 25

1:15 PM to 4:00 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.

6:30 PM to 9:30 PM, Wednesday

October 6, 13, and 20, and

9:00 AM to 5:00 PM, Saturday

October 9

HD/251 Shadow Study

Staff

2-6 units

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

Times to be arranged with sponsoring instructor.

HD/S254E Authentic Infant - Competent Child

Magda Gerber

2 units

This course is designed for:

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

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

6:30 PM to 9:30 PM, Tuesday

October 5, 12, and 19, and

9:00 AM to 5:00 PM, Saturday

October 16

HD/S/W257 Integrating Mind and Body

Pazela Gruher and Judith Meyer 3 units

This class has emerged from our 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.

1:15 PM to 4:00 PM, Tuesday

HD/S/W260R Testing, Measurement and Research

Roberta Goldberg 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-II Psychopathology: Adulthood

Lia Russ 3 units

This course will deal with emotional distress in adolescence and adulthood. Topics include: diagnostic procedures, psychotic distress, affective distress, anxiety, somatoform disorders, dissociative distress, personality disorders and the DSM-III. For each category of distress various approaches towards diagnosis, etiology, and treatment will be studied.

Prerequisites: Human Development, Early and Later Years (may be taken concurrently)
HD/S267-I Psychopathology: Childhood
1:15 PM to 4:00 PM, Friday

HD/S269 Personality Theory and Clinical Intervention

Barbara Richardson 3 units

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

1:15 PM to 4:00 PM, Wednesday

HD/S270D Political and Economic Foundations of Racism/Sexism/Capitalism

Jim Garrett 3 units

This course will cover such topics as:

- capitalism, the family, and the private life: the denuclearization of the family;
- the structure of urban life;
- the concept of work and the degradation of work;
- the metropolis and the structure of urban life; and
- crime and madness - gratuitous racism and violence.

This course is designed to help human services professionals to examine the social and political contexts in which they will be working and in which those they hope to serve are living. This course meets the MFCC requirement for Social Environments of Human Growth and Development.

1:15 PM to 4:00 PM, Thursday

HD/S271D Culture and Cognition

Carol Phillips 3 units

What is the influence of culture on cognition? This course will survey the social science literature about the various ways thinking and learning differ due to the influence of culture. Focus will be on clarifying concepts and issues, and examining traditional research methods used cross-culturally as well as among diverse cultural groups within the United States.

7:15 PM to 10:00 PM, Tuesday

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 hand-

writing and through it, the personality of the writer.

Enrollment limit: 15
7:15 PM to 10:00 PM, Wednesday

HD/5/W277 Photography: Your Vision and its Relationship to Human Growth

Pam Weaver 3 units

In this course photography will be presented as a vehicle for learning and for teaching about the creative process. As an art form, photography presents the opportunity to master some techniques while discovering a language for the right brain. Students will need access to a 35mm camera, but need no prior experience. We will explore the workings of the camera and survey some material on seeing, shooting, processing, enlarging and print finishing. As we go about creating finished prints, we will look at the photographic process as a metaphor for learning and growing. Exercises will be offered which tie photography to sensory integration, inner imagery, the journal, creative decision-making, the symbol in language development and mental health, and some theory about the creative process. We will discuss applications for photography with the learning disabled, the gifted, the brain injured, the physically disabled, the emotionally disturbed, and the victim of stress.

4:15 PM to 7:00 PM, Wednesday

HD/5/W278 Painting, Drawing and Clay

Karen Neubert 3 units

Direct experience in painting, drawing and sculpture for teachers and students becoming teachers. Class will be held in the artist's studio, the Children's School Art Studio, and different painting sites. The first meeting will take place at the Children's School.

1:15 PM to 4:00 PM, Thursday

HD/5279C Language as Healing

Sean Smith 3 units

This course examines the nature of speech as the foundation of psychotherapy from Nietzsche and Freud to Milton Erickson 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, Tuesday

HD/292 Independent Study

Staff 1-3 units

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until December 10, 1982 for Fall semester, and May 13, 1983 for Spring Semester. An Independent Study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

Hours to be arranged with faculty advisor.

HD/5293C.D Ethics: Racism, Sexism and Children

Karen Elte, Barbara Richardson, and Nikola Trunko 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. This is a required course for students in the MFCC program.

4:15 PM to 7:00 PM, Tuesday

HD/5/W295C.R Thesis as Transition

Jerry Ferguson 3 units

For many persons, the product-centered finale to Pacific Oaks process-centered curriculum is a 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 students' 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
7:15 PM to 10:00 PM, Thursday

HD/S/W298 Assessment of Experience

Esther Burley and 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 instructors.
4:15 PM to 7:00 PM, Wednesday

HD/299 Master's Project

3-6 units

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place until December 10, 1982 for Fall semester, and May 13, 1983 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 Mary Worthington 3 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 primarily as 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.

4:15 PM to 7:00 PM, Tuesday

HD/S301C,D,L Advanced Women's Studies

Louise Dexman-Sparks and Karen Fite 3 units

Through women's writings, we will examine in depth the impact of sex, class and race on socialization, life experiences, world views and behavior. The

class will also facilitate the development of students' analytic thinking and writing abilities through analyses of the format and structures authors use to communicate their ideas and feelings, and through our own writing and discussion. Students will be required to read and write in preparation for each week's seminar. Previous background in women's studies is required either through previous classes or an individual's own reading.

1:15 PM to 4:00 PM, Wednesday

HD/S320D,L Gerontology Seminar

Carroll Borland-Parten 3-6 units

This seminar is a resource and forum for students doing fieldwork 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. Fieldwork 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, Monday

HD/S330C,D Parent/Community Work

Noa Mohlabane and Darcy Williams 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.

7:15 PM to 10:00 PM, Monday

HD/F/S340C Leadership in Education

Mac Polifroni and Melva Newman 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.

4:15 PM to 8:15 PM, Monday

HD/5350C,D Core: Cultural Issues in Human Development

Louise Derman-Sparks and Carol Phillips 3 units

The seminar is designed for students who wish to specialize in Multicultural Studies or who are engaged in a thesis or other project which focuses on multiculturalism. As an advanced seminar, the discussions will have two purposes:

(1) to assist students in planning, evaluating and integrating their life and work experiences from a multicultural perspective; and

(2) to explore concrete topics related to the impact of socio-political and cultural contexts on human development and human service programs.

4:15 PM to 7:00 PM, Wednesday

HD/5360D Racism and Human Development

Toni Darder and Bill Sparks 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 anti-racist consciousness and behavior necessary to constructively working with children and adults in a racially and culturally diverse society. In a supportive environment, taught by an inter-racial faculty team, students will explore:

(1) concepts of ethnocentrism, victim-blaming, cultural pluralism, and the dynamics of interpersonal and institutional racism;

(2) the impact of racism on educational and other human services programs and the role of social science in creating and perpetuating myths about human development;

(3) the impact of racism on personal attitudes and practices;

(4) new research and approaches to working with culturally diverse communities; and

(5) development of skills for implementing non-racist human service work and promoting social change. Issues of sexism and classism will be considered in relation to racism.

Format of the class will include lecture, discussion, reading, journal-writing, role-playing, and social-change field projects.

4:30 PM to 9:30 PM, Thursday

HD/5/W410 Developmental Education Seminar

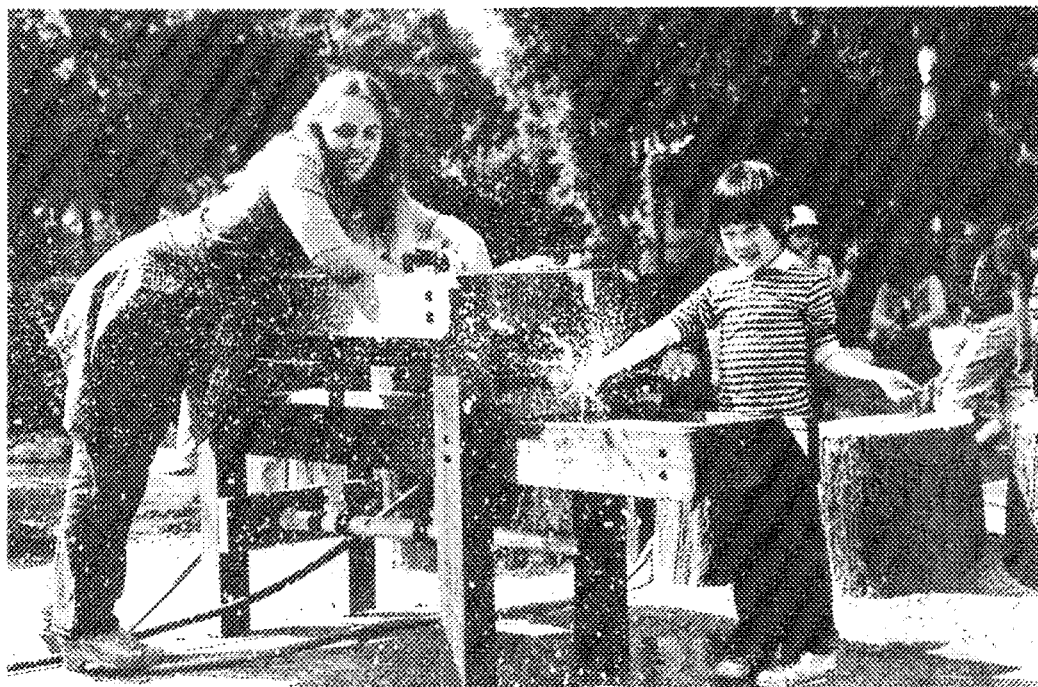
Betty Jones, Louise Derman-Sparks, *3 units
and Mio Polifroni

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, and analyze strategies being used by teachers to make classroom work. In Fall, Piagetian theory will be emphasized.

This course may be repeated for credit. Credential students may apply two semesters toward Introduction to Public Schools and psychological or social foundations. For students earning credit for Introduction to Public Schools, one-half day per week of observation and participation experience is required.

*Students in the Special Education Credential Program may register for 2 units rather than 3 units in this class.

4:15 PM to 7:00 PM, Tuesday



Photograph by Heather McFarlane

PACIFIC OAKS INTENSIVES

Pacific Oaks Intensives are concentrated courses which offer an opportunity for working professionals in education and other human services to gain new knowledge, share ideas with others, and build support networks.

Intensives may be audited or taken for credit. Credit is applicable toward M.A. and B.A. degrees at Pacific Oaks, as well as in-service requirements or transfer to other programs.

Intensives are offered during one- and two-week periods in January and August, and on weekends during the school year. Some are offered in other geographic areas. During the 1982-83 academic year they will be available in Oakland as well as Pasadena.

FALL INTENSIVES

In Oakland:

HD/F/S340C Leadership in Education

Sharon Stine, Janet Gonzales-Mena and Helene Shapiro 3 units

A seminar for leaders and potential leaders in early childhood education, day care, and parent/teacher education. Emphasis on family and educational issues in contemporary society, program development and administration, staff development and evaluation, and professional survival strategies. This seminar may be repeated for credit.

Saturday, October 2, 9:00 AM to 4:00 PM.

Sunday, October 3, 9:00 AM to 2:00 PM.

Saturdays, November 6, December 4 and January 8, 5:00 to 10:00 PM.

Saturday, January 29, 9:00 AM to 4:00 PM.

Sunday, January 30, 9:00 AM to 2:00 PM.

(Pacific Oaks graduate students working in leadership positions may register for 1-3 units of additional field-work credit.)

In Pasadena:

Ed/S/W215 Audio/Visual

Marjorie Shore 1 unit

For course description, see page 14.

HD/S233 Models of Relationship Development

Judi Segal and Stan Smith 3 units

For course description, see page 20.

HD/S249E Preventive Intervention for Infants and the Very Young

Magda Gerber 2 units

For course description, see page 21.

HD/S254E Authentic Infant - Competent Child

Magda Gerber

2 units

For course description, see page 21.

HD/S/W258C The Writing Process

Michael Carr

2 units

This is a highly participatory workshop designed for those people who wish to learn the process of writing. The tenets of the course are taken from the U.C.I. and Bay Area writing projects. In this course you will write (a lot), create writing curriculum, learn the writing process, break through writing blocks, share some of your own writing, and discover your own joy of writing in a warm and supportive environment. This course is designed mainly for teachers who wish to transform their students into successful writers and can be very valuable to those writers who wish to expand their talents.

Fridays, December 3 and 10, 5:00 to 10:00 PM.

Saturdays, December 4 and 11, 9:00 AM to 6:00 PM.

JANUARY INTENSIVES

These Intensive seminars meet 6 hours a day, 4-5 days a week, for one or two weeks, and are designed to give students 3 or 6 semester units of graduate credit.

HD/P/S402 Day Care

Janie Rosenberg

6 units

For course description of Day Care practicum, see page 12.

This Day Care Intensive is designed to offer the same learning experience as a semester practicum in Daycare House.

Monday, January 3 to Friday, January 28.

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

HD/S421C Professional Development: Strategies for Being An Effective Leader, Team Member, Supervisor, and/or Person

Judi Segal and Bob Nagge

6 units

This two-part program is designed to provide experienced and new supervisors, directors or team members with a framework for understanding interpersonal relations as well as intervention skills that will increase effectiveness and productivity.

How do people function? How do you function when you work with others? What determines your level of effectiveness? Can you identify patterns of behavior that enable you to respond appropriately to people and situations? How do you identify and then develop the skills you need to impact systems and get the results you want?

Module I: January 10 through January 13 (3 units): will include team-building, models of group development, learning styles, leadership styles, problem-solving, and communication patterns.

Module II: January 17 through January 20 (3 units): is designed to provide practical application opportunities for material examined in Module I. Additional techniques will be introduced to increase participants' effectiveness in designing and conducting performance appraisals and supervision sessions, managing conflict, implementing effective feedback principles, running effective meetings, and trouble-shooting.

Module I and Module II will include a variety of training techniques. The use of role-playing, group discussion, lecturettes, case studies, written surveys, 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 get feedback in ways that are constructive, supportive and useful.

Monday, January 10 to Thursday, January 20.

8:30 AM to 4:30 PM.

HD/5426 Womenspirit: Women, Spirit, Power, and Culture

Mary Worthington and Etta Hill

6 units

"In Buddhism, the more confused and baffled you are, the closer you are to enlightenment."

- Adrienne Boss -

"When I dare to be powerful, to use my strength in the service of my vision, then it becomes less important whether or not I am unafraid."

- Audre Lorde -

This seminar will be an intensive exploration of the unique quality of women's development, viewed in the context of cultural, political and social realities. We will consider the great myths and fantasies which have shaped us. In a variety of learning modes, including guided fantasies, rituals, meditation, movement, art and music, we will attempt to understand our personal development within a theoretical framework. The group will respond to individual needs in order to build a supportive network. Topics we expect to include are the motherhood mystique, mother/daughter relationships, adult relationships and modes of affiliation, cycles and our bodies, anger, stress management, power and powerlessness, as well as a historical overview of the women's movement and the effects of sexism, racism, classism and agism on women's development.

Through introspection and intuition we create power, movement and change, knowing that Everything is Born of Woman. We believe that we are living in a time of the rising of the feminine principal. Individually and jointly we have been exploring the effects of the mind/body split, and have developed a repertoire of techniques and strategies for survival and transcendence in a confusing world. The class will have particular appeal to women who are in life transitions, who want to explore their intuitive powers, or who want to move beyond the limitations of feminism as a hostile reaction to oppression.

Monday, January 10 through Friday, January 21.
8:30 AM to 4:30 PM.

**HD/5427 Creating, Transformation and Death:
Major Themes of
Therapeutic Discourse**

Stan Smith

3 or 6 units

This course examines the theory and practice of psychoanalysis and its derivative therapies as a form of discourse or narrative language.

Creation, Transformation and Death is a two-part Intensive (1 week for each part) that examines the nature of all psychotherapies as forms of discourse developed around the major themes addressed in the course title. The course is divided into an intensive week of theory and an intensive week of practice. Students signing up for the Practice must have the Theory; however, students are welcome to take the Theory only.

The course examines psychoanalysis and its derivative therapies as forms of knowledge, as well as forms of discourse and questions whether they constitute a unity of knowledge capable of developing a theory of personality that accurately describes human existence in everyday life. In the course we will look at the work of major contributors to therapeutic thought such as Lacan, Laplanche, Dolto and Foucault in terms of recent developments in literary and linguistic theory - i.e., the structuralism of Levi-Strauss and the semiological thinking of Michel Foucault. The major question we will ask of psychotherapies in both theory and practice is this: Can they tell the truth? The first week of the course will examine psychoanalysis/psychotherapy in theory and will relate those theories to the works described above. The second week of the course will be spent in practice, in videotaping, and in examining each individual student's use of discourse/theory (implicit or explicit) as a way of knowing other people. By videotaping we can explore the ingrained wills to knowledge, and therefore to power, that constitute far too much of our work and that undermine true knowledge of others as concrete persons. The second week of the course will demonstrate the natures of psychoanalysis and ethnography as anti-sciences concerned with the humanity of knowing itself, not the knowing of humanity itself.

A paper is required of all students.

Monday, January 10 through Friday, January 14, Theory: 3 units.
Monday, January 17 through Friday, January 21, Practice: 3 units.

This Intensive meets MFCC requirements for: HD/5221 Theory of Marriage, Family and Child Counseling;
HD/5221 Practice of Marriage, Family and Child Counseling
HD/5269 Personality Theory and Clinical Intervention

with consent of MFCC advisor and instructor.

SPRING INTENSIVES

In Oakland:

HD/S/W248 Planning Environments for Young Children

Liz Prescott, Janet Gonzales-Mena, and Helene Shapiro 3 units

The ecology of child development. Analyzing the use of physical space in schools, day care centers and homes in terms of program goals. Planning environments to enrich children's experience and facilitate adult supervision.

Saturday, February 19, 9:00 AM to 4:00 PM.

Sunday, February 20, 9:00 AM to 2:00 PM.

Saturdays, March 12, April 9 and May 7, 4:00 to 9:00 PM.

Saturday, June 4, 9:00 AM to 4:00 PM.

Sunday, June 5, 9:00 AM to 2:00 PM.

In Pasadena:

Ed/S/W215 Audio/Visual

Marjorie Shore 1 unit

For course description, see page 14.

SpEd/W271 Workshop on Career and Vocational Education

Arnold Bloom 1 unit

For course description, see page 31.

HD/S249E Preventive Intervention for Infants and the Very Young

Nagda Garber 2 units

For course description, see page 21.

HD/S254E Authentic Infant - Competent Child

Nagda Garber 2 units

For course description, see page 21.

ADDITIONAL INTENSIVE INFORMATION

Enrollment limit for the Oakland Intensives is 20 students. All other Intensives have an enrollment limit of 30 students. Priority is given to credit students.

Tuition:	for Pacific Oaks degree credit	\$ 160/unit
	for non-Pacific Oaks credit	\$ 85/unit
	non-credit auditors' fee	\$ 65 for 1-3 units
		\$ 120 for 4 units

For registration information and application, see page 47.

SPRING 1983

ALL PROGRAM DESCRIPTIONS ARE LISTED AT THE BEGINNING OF EACH SECTION UNDER THE FALL LISTINGS.

WORKING WITH CHILDREN

For all information regarding practice in the Pacific Oaks Children's School for Spring 1983, see pages 12-14.

Reminder: Orientation for Spring Semester is:
Monday, January 24, 9:00 AM to 3:00 PM.

Children's Programs open Monday, January 10, during January Intensives. Children's Programs for the Spring semester begin Tuesday, January 25.

PUBLIC SCHOOLS: BASIC CREDENTIAL PROGRAM

Ed/S/W215 Audio/Visual

Marjorie Shore 1 unit

For course description, see page 14.

9:00 AM to 3:00 PM, Saturday
March 5 and 12

Ed/S231 Introduction to Public Schools

Mio Polifroni

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

Sharon Stine 3 units

For course description, see page 15.

4:15 PM to 7:00 PM, Wednesday

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

Susan Aukap 3 units

For course description, see page 15.

4:15 PM to 7:00 PM, Thursday

Directed Teaching
Ed/D252 Kindergarten
Ed/D253 Primary
Ed/D254 Upper Elementary

Mio Polifroni and Polly McVickar 4-5 units

For course description, see page 15.

Ed/292 Independent Study

Staff 1-3 units

For course description, see page 15.

CHILDREN WITH SPECIAL NEEDS IN A CLINICAL SETTING

For all information regarding practice 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

Staff 2 units each

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

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 Altman

2 units each

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

Directed Teaching:

SpEd/D/S257 Learning Handicapped

SpEd/D/S258 Severely Handicapped

Judith Ariel

4 units each

For course description, see page 17.

**SpEd/W271 Workshop in Career and
Vocational Education**

Arnold Blox

1 unit

Introduction to purposes and methods of career and vocational education in special education. In addition to class attendance, students are required to make and report on a field observation of a career or vocational education program for special education students.

8:00 AM to 3:00 PM, Saturday

May 7, 1983

SpEd292 Independent Study

Staff

1-3 units

For course description, see page 17.

SpEd/S310 Special Education Program

Judith Ariel

3-8 units

PLEASE NOTE: this Special Education program includes both SpEd/S260 Introduction to the Exceptional Child and/or SpEd/S261 Working with Exceptional Children and their Families, for which students must register separately in order to receive credit.

For course descriptions, see pages 17-18.

4:15 PM to 7:00 PM, Thursday

HUMAN DEVELOPMENT THEORY

HD/S200E The Early Years

Carol Phillips

3 units

For course description, see page 18.

7:15 PM to 10:00 PM, Wednesday

Later Years Program

HD/S201L Later Years/HD/S262R Research

Bunny Rabinoff

3-6 units

This class is designed to explore and develop competence 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/S201L The Later Years

Jerry Ferguson

3 units

For course description, see page 18.

7:15 PM to 10:00 PM, Thursday

HD/S210D,E Childhood in Various Cultures

Barry Rabinoff

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.

1:15 PM to 4:00 PM, Thursday

HD/S214C Uses of Metaphor

Liz Prescott and Karen Fite

3 units

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

1:15 PM to 4:00 PM, Wednesday

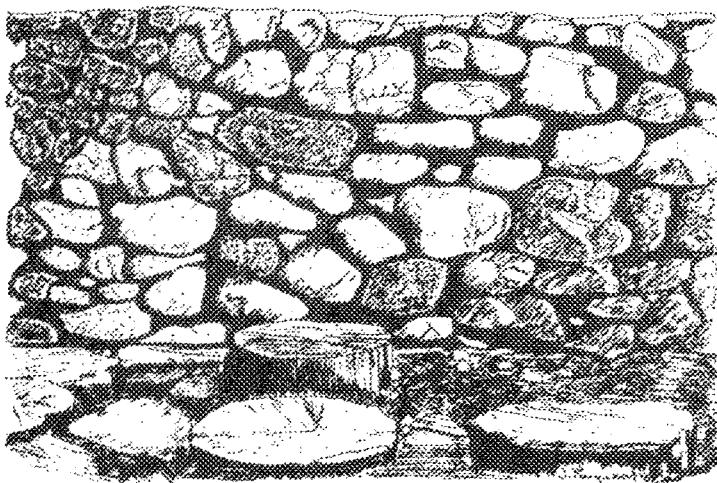
HD/S216R Ecological Psychology

Jerry Ferguson

3 units

This course will deal with the mutual effects of people and environments. We will look at the interaction of people and behavior settings, and at the process for evaluating that interaction. We will also investigate the design process. Course emphasis could vary among individuals from emphasis on research to emphasis on planning and the change process.

1:15 PM to 4:00 PM, Wednesday



Drawing by Jerry Ferguson

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/S218 Piaget

Louise Derman-Sparks

3 units

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

Enrollment limit: 25

7:15 PM to 10:00 PM, Tuesday

HD/S220 Field Study Seminar: B. Spring

Stan Smith

3 units

This is the second semester of the two-semester seminar.

For course description, see page 19.

4:15 PM to 7:00 PM, Monday

HD/W221 Practice of Marriage, Family and Child Counseling

Melva Newman

3 units

This is the second semester of the two-semester seminar.

For course description, see page 19.

7:15 PM to 10:00 PM, Tuesday

HD/S223 Teaching for Peace

Barry Rabinoff

3 units

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

Exploration of the philosophical issues and implications of peace education in early childhood education. Teaching strategies for handling of aggression and the guidance of children in ways that develop self-esteem, humanness and cooperative relationships. Building a curriculum that promotes understanding of diversity and helping children learn to cope with a rapidly changing world.

Enrollment Limit: 25
7:15 PM to 10:00 PM, Wednesday

HD/5224 Practicum: Marriage, Family and Child Counseling

Kathleen Larkin 3 units

For course description, see page 19.

7:15 PM to 10:00 PM, Friday

HD/5224-II Methods in Therapy II: Practicum with Supervision

Stan Smith 3 units

A practicum course designed for students who have participated in either the MFCC practicum or Method in Therapy I and who wish to advance to a more focused practice course. Where Method in Therapy I and the basic MFCC practicum offer students an introduction to the practice of marriage, family and child counseling (as well as placement in an intern setting), Methods II involves students who have a working knowledge of basic personality theories, MFCC theory, and practicum experience in intensive simulated therapy sessions that are child, adult and family centered. The course makes extensive use of video taping and of actual filmed/taped therapy sessions. Students will be expected to develop skills in triage, assessment, diagnosis, and development of actual treatment models appropriate to the persons being treated. "Method" will be the primary concern of the course. Why does one do what one does in therapy? Does the method one chooses help people, or not? Students will be required to develop treatment plans, justify methods of work, and determine if their method of treatment is viable and for what range of clients. The primary models used will be those of short-term dynamic psychotherapy. The text will be: Short-Term Dynamic Psychotherapy, Rabib Davanloo, M.D. A paper is required.

1:15 PM to 4:00 PM, Thursday

HD/5230 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/5232C Communication Skills and Individual Dynamics

Judith Meyer 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.

1:15 PM to 4:00 PM, Tuesday

HD/5235D Social Environments of Human Growth and Development

Barbara Richardson and Liz Prescott 3 units

This course is designed to consider and review:
1) the socio-ecological concept of human development, i.e., the complex and differential interactions within and among biological, psychological, social and cultural phenomena and their relationship to individual and group perceptions, attitudes and behavior;
2) the constraints on human development (including racism, sexism and normative value psychology);
3) environment assessment procedures; and to
4) evaluate the clinical utility of these concepts and procedures in human behavior descriptions, human services program designs, and intervention strategies. Discussions will also focus on socio-cultural characteristics of the psychologies of personality, and the socio-ecological reality differences which exist within our pluralistic society.

Prerequisite: HD/5250 Racism in Human Development.
4:15 PM to 7:00 PM, Tuesday

HD/5241 Politics of Parenthood

Louise Derman-Sparks 3 units

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

4:15 PM to 7:00 PM, Wednesday

HD/P/S242D MFCC Practicum in Diverse Settings

Barbara Richardson and Toni Dander 3 units

Practicum in diverse human services programs, as selected by staff and student, to build upon and enhance students' ability to analyze, critique and understand a variety of socio-cultural milieus, psycho-therapeutic treatment modalities, human problems and needs, and public and private human service policies and programs. Students will develop competencies in articulating, developing and implementing mental health services and program alternatives which enhance human development and help facilitate individual and group processes.

Prerequisites: admission to the MFCC program and approval of MFCC Coordinator. Students are required to have completed the following courses: HD/S200 The Early Years; HD/S221-I Theories of MFCC; HD/S269 Personality Theory & Clinical Intervention; HD/S291 Law & Ethics in Human Services Professions; and HD/S360 Racism in Human Development.

7:15 PM to 10:00 PM, Wednesday

HD/S/W245C Imagination in the Classroom

Tolly McVicker 3-6 units

For course description, see page 21.

9:00 AM to 5:00 PM, Saturday

Starting date: February 19, 1983

HD/S246E Play in Childhood

Liz Prescott and Ruth Pearce 3 units

We will approach play as an adaptive function in humans with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Although our focus will be on the early years, we will address the implications in play as it contributes to the lives of individuals throughout the life-span. The class will combine readings and observations. Students will be required to fulfill assignments and to carry out a term project reflecting their interests and the general intent of the course.

7:15 PM to 10:00 PM, Monday

HD/S249E Preventive Intervention for Infants and the Very Young

Magda Gerber 2 units

For course description, see page 21.

6:30 PM to 9:30 PM, Wednesday

February 9, 16, and 23, and

9:00 AM to 5:00 PM, Saturday

February 12

HD251 Shadow Study

Staff 2-6 units

For course description, see page 21.

HD/S254E Authentic Infant - Competent Child

Magda Gerber 2 units

For course description, see page 21.

6:30 PM to 9:30 PM, Tuesday

February 8, 15, and 22, and

9:00 AM to 5:00 PM, Saturday

February 19

HD/S259I 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.

4:15 PM to 7:00 PM, Tuesday

HD/S/W260R Testing, Measurement and Research

Roberta Goldberg 3 units

For course description, see page 22.

4:15 PM to 7:00 PM, Thursday

HD/S266 Order and Disorder in Families and Children

Stan Smith 3 units

Designed as an introduction to the way in which families structure the roles for their existence, both for order and disorder, this course explores the way in which such structures are both products of and producers of family-rule histories beginning in the families as a system of "community identity" and family therapy as a treatment of choice for such identity dysfunctions. Order and disorder will

provide the student with a new theory of identity and will relate that theory to other more classical theories of development, especially that of Erikson's. The textbook will be Families of the Slums by Salvador Minuchin. There will be required reading in basic family therapy systems material, especially the work of Murray Bowen, Salvador Minuchin and Maurizio Andolfi. A paper will be required. The course combines theory with a role-playing practicum.

4:15 PM to 7:00 PM, Thursday

HD/S2671 & II Psychopathology: Childhood and Adulthood

Ian Russ 3 units

This course will explore abnormal processes of human development, combining intrapsychic, interpersonal and developmental problems. Topics include: infant disorders, childhood neurosis, psychosis, child abuse and hospitalization; and emotional distress in adolescence and adulthood, psychotic and affective distresses, anxiety, somatoform disorders, personality disorders, and the DSM-III. For each category of distress, various approaches towards diagnosis, etiology and treatment will be explored.

Prerequisites: HD/S200 The Early Years; HD/S269 Personality Development and Clinical Intervention.

1:15 PM to 4:00 PM, Friday

HD/S/W281 Children, Painting and Clay

Karen Neubert 3 units

Direct art experience with children and the resident-artist at Pacific Oaks Children's School. Discussion and some independent work is required.

Prerequisite: HD/S/W278 Painting, Drawing & Clay
1:15 PM to 4:00 PM, Thursday

HD/S/W284C Problems and Process of Writing

Sharon Stine and Marilyn Reynolds 3 units

This course is designed to help those who want to be able to write well, eliminate blocks and develop skills. The course will deal with the factors which have made you believe that you can't write. The main emphasis will be on the development of the attitudes and skills required in order to write effectively. There is no way to develop these skills and attitudes except by writing; you don't learn to write by talking about it. In other words, the class will require you to do quite a bit of writing.

Enrollment limit: 20
1:15 PM to 4:00 PM, Thursday

HD/S288 Developmental Assessment of the Young Child

Nikola Trumbo and Roberta Goldberg 3 units

This class will examine ways in which observation can be used to enrich assessment finds and lead to planning interventions for young children. Instruments used to assess children's development will be reviewed and child assessment conducted at the Frostig Center will be observed. Students will also observe a child at home and in the school or child-care setting and carry out and present to the class an assessment of that child's development.

This class will be held at the Frostig Center:

2495 E. Mountain
Pasadena, CA 91104
684-0110

This is a required class for students specializing in the Clinical Child Development Program and is open to all students. It is an elective MFCC course.

9:15 AM to 12:00 noon, Tuesday

HD292 Independent Study

Staff 1-3 units

For course description, see page 23.

Hours to be arranged with faculty advisor.

HD/S/W295C,R Thesis as Transition

Jerry Ferguson 3 units

For course description, see page 23.

4:15 PM to 7:00 PM, Wednesday

HD/S/W298 Assessment of Experience

Judith Meyer and Esther Burley 3 units

For course description, see page 24.

4:15 PM to 7:00 PM, Wednesday

HD299 Master's Project

3-6 units

For course description, see page 24.

HD/S300C,D,I Women's Studies

Julie Burke and Heather McFarlane 3 units

For course description, see page 24.

1:15 PM to 4:00 PM, Thursday

HD/S320D,I Gerontology Seminar

Carroll Borland-Patten 3 units

For course description, see page 24.

4:15 PM to 7:00 PM, Monday

HD/S330C,D Parent/Community Work

Noa Mohlabane and Darcy Williams 3 units

For course description, see page 24.

7:15 PM to 10:00 PM, Monday

HD/F/5340C Leadership in Education

Karen Fite and Jull Segal 3-6 units

For course description, see page 24.

4:15 PM to 6:15 PM, Tuesday

HD/S360D Racism and Human Development

Louise Derman-Sparks and Carol Phillips 3-6 units

For course description, see page 25.

4:30 PM to 9:30 PM, Thursday

HD/S/W410 Developmental Education Seminar

Betty Jones, Jill Boyd, and Nao Polifroni 3 units

For course description, see page 25.

4:15 PM to 7:00 PM, Tuesday



Photograph by Heather McFarlane

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; Gerontology; Infant/Toddler; Leadership in Education; Marriage, Family and Child Counseling; Multicultural Studies; 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 field work experience are to aid a faculty member in ongoing research (data collection and analysis), planning and implementing on-site conferences which are of interest to you and match your specialization, and/or independent field work assignments worked out between you and your advisor.

Thirty units are required at Pacific Oaks for the M.A. Degree; additional units are required of students in the MFAC 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 #109
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 the Children's School.

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 0-3, 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, and required fieldwork experiences as designed by the student and advisor.

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 Child, and Preventive Intervention for Infants and the Very Young, as well as Parent/Community courses.

Advisor: Sharon Stine

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 experience, examining issues, and developing theoretical understanding.

Administration

Required courses for the Administration 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, and
Practical training/fieldwork as arranged with advisor.

Advisor: Karen Fite

College Teaching

Required courses for the College Teaching specialization:

- 2 semester of the College Teaching (Leadership in Education) class,
- Practical training/field work as arranged with advisor, and
- Other coursework in area of desired teaching.

Advisors: Betty Jones
Mio Polifroni

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 Professional Code: human biological, psychological and social development; human sexuality; professional ethics and the law; human communication; psychopathology, cross-cultural mores and values; theories and applied psychotherapeutic techniques of marriage, family and child counseling; survey of psychological testing; research methodology; and practicum in MFCC. Students are required to arrange for their own supervised hours of experience as required in amended Section 1833. For specific details, see California Education Code sections 1805 to 1846.

Students wishing to earn the equivalency degree in MFCC must be admitted to the MFCC Program, which requires an admission application separate from the M.A. 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 in Human Growth and Development, Socio-Cultural Environments of Human Growth and Development, Theories and Practice of MFCC, Ethics and the Law, Communication Skills and Individual Dynamics, Social Dynamics of Human Growth and Development, Testing, Measurement and Research, Practicum: MFCC, and Graduate Specialized Practicum: MFCC.

Advisor: Barbara Richardson

MULTICULTURAL STUDIES

This specialization is for students wanting to intensely explore the problems and benefits of living in a culturally diverse society. There will be two main areas of focus: 1) the impact of culture on human growth and development, as well as behavior, and 2) the impact of social constraints on behavior and cultural values. Students will be expected to gain a practical knowledge of working with diverse populations living in America, whether it be adults or children, individuals, families, or entire communities.

Some specific areas of study will be: concepts of ethnocentrism, victim-blaming, cultural pluralism, the dynamics of interpersonal and institutional racism, the role of social science in creating and perpetuating myths about human development, and new research and approaches to working with culturally diverse communities. Issues of sexism and classism will also be studied.

Required courses:

- Core: Cultural Issues in Human Development
- 2 semesters of Racism and Human Development

Other recommended courses such as: Culture and Cognition, Non-Sexist, Non-Racist Curriculum for Preschool, Political and Economic Foundations of Racism/Sexism/Capitalism, etc., as recommended by advisors.

Advisors: Louise Demman-Sparks
Carol Phillips

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), Models 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 organizations, 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, sexism.

Advisor: Karen Fite



Photograph by Heather McEachern

PACIFIC OAKS FACULTY

FACULTY

JUDITH ARIEL

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development and Early Childhood Education. California General Elementary Teaching Credential, Early Childhood Teaching Credential, Early Childhood Teaching Credential. Learning and Severely Handicapped, Special Education Teaching Credential, Junior College Teaching Credential.

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 DEWMAN-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

Ed.D. University of California at Los Angeles. Graduate work in Architecture and Environmental Planning, Southern California Institute of Architecture. B.S. University of California at Los Angeles.

KAREN FITE

J.D. Loyola Law School. 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.

CORY GANN

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

MARIA GUTIERREZ

M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. California State University at Los Angeles, American Studies.

ELIZABETH HERRICK

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

BETTY JONES

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 MACKER

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 Expts, 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.

KAREN NEUBERT

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

CAROL PHILLIPS

Ph.D. Claremont Graduate School. M.Ed. Erikson Institute of Loyola University, Early Childhood. B.A. University of Wisconsin, Psychology.

NANCY PLACE

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

MIC 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.

LIZ PRESCOTT

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

BENNY RABINOFF

M.A. Pacific Oaks College, Human Development.

BARBARA RICHARDSON

Ph.D. Claremont Graduate School of Education. M.A. Claremont Graduate School of Education. M.S.W. Howard University School of Social Work. B.A. Wheaton College, Psychology.

JANIE ROSENBERG

M.S. Bank Street College, Education. B.S. New York University, Elementary Education, specializing in Early Childhood Education.

MELLY SCHEMER

M.S. Goddard College, Early Education. Pacific Oaks College, Human Development. Nursery Training School of Boston, Tufts University, Child Study.

STAN SMITH

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

SHARON STINE

Ph.D. Fielding Institute, Education: Early Childhood. M.A. Pacific Oaks College, Human Development. B.A. Stanford University, Elementary Education. Standard Teaching Credential (life), San Diego State University. University of Southern California, Orff/Schoelwerk Music/Movement Specialist.

MAE VARON

M.A. Pacific Oaks College, Human Development. Basic Teaching Credential.

MARY WORTHINGTON

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

VISITING FACULTY

JUDY ALTMAN

M.A. California State University at Northridge, Special Education: Reading and Learning Disorders. B.A. California State University at Northridge, History. Elementary Teaching Specialist Credential: Learning Handicapped.

SUSAN AIDAF

M.A. Pacific Oaks College, Human Development. B.A. U.C.L.A., Political Science.

RUTH BEAGLEHOLE

B.A. University of Wellington, Education. Diploma in Kindergarten/Nursery School Teaching, New Zealand.

ARNOLD BLOOM

M.A. California State University at Los Angeles, Special Education: Mental Retardation. B.A. U.C.L.A., Psychology. Learning Handicapped Credential, Standard Elementary Teaching Credential with authorization to teach mentally retarded, Administrative Services Credential.

JILL ROYD

M.A. (pending thesis) Pacific Oaks College, Human Development. A.B. Earlham College, Political Science. Standard Teaching Credential (K-12).

JACKI BREGER

M.A. student, Pacific Oaks College, Human Development. B.A. California State University at Northridge, History. Standard Elementary Teaching Credential.

JULIE BURKE

M.A. (pending thesis), Pacific Oaks College, Human Development: Specialization: Women's Studies. B.A. University of California at Santa Barbara, Sociology.

KATHERINE BURLEY

M.A. Pacific Oaks College, Human Development: Specializations: Administration and College Teaching. B.A. University of Tennessee, Child Development and Family Relations.

MICHAEL CARR

M.A. Pacific Oaks College, Human Development. B.A. California State University at Long Beach, Psychology. B.S. California State University at Long Beach, Business. A.A. San Joaquin Delta Community College, Business. Multiple Subjects Teaching Credential. Graduate Writing Project, University of California, Irvine.

TONI DARDER

M.A. Pacific Oaks College, Human Development. Graduate work, California State University at Los Angeles, Rehabilitation Counseling. A.A. Pasadena City College, Registered Nursing Curriculum.

WINNIE DORN

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development. A.A. Pasadena City College, Elementary Education. Standard Teaching Credential (life). Early Childhood Specialist Instruction Credential.

JAMES GARRETT

Ph.D. Union Graduate School/Anthropology University, Political Philosophy. M.A. Harvard University Graduate School of Education, Curriculum Development/Philosophy. B.A. San Francisco State University, English. Current Scholar in Residence - Faxon Research Medical Center, Drew Postsecondary Graduate School.

MAGDA GERBER

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

ROBERTA GOLDBERG

Ph.D. University of Minnesota, Child Development and School Psychology. Predoctoral Clinical Internship, Stanford University School of Medicine, Child Psychiatry Clinic. B.A. University of California at Santa Cruz, Psychology.

PAMELA GRUBER

M.A. (pending thesis), Pacific Oaks College, Human Development. B.S. University of Colorado, Nursing. Licensed Registered Nurse, State of California.

ERTHA HILL

Doctor of Naturopathy, American University of Natural Therapeutics and Preventive Medicine. M.S. American University of Natural Therapeutics and Preventive Medicine, Human Services. B.A. Pepperdine University, Liberal Arts. Registered Nurse; Teaching Credential: Adult Education and Community College.

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.

FRANCES LIAM

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.

HEPTY MASSONI

M.A. student, Pacific Oaks College, Human Development. Graduate work, University of Chicago, Education. B.A. Stanford University, French.

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.

NOA MERLAINE

M.A. (pending thesis), Pacific Oaks College, Human Development: Specialization: Parent/Community Work. A.A. Merritt College, Early Childhood. Undergraduate work at San Francisco State University and Friends World College, Nairobi, Kenya, Education.

ROBERT NACKE

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.

MELVA NEWMAN

Post-Graduate work, University of Southern California, "Non-verbal Communication in Social Work Practice." M.S.W. University of Southern California, The Use of the Group to Help the Individual. B.A. University of California at Los Angeles, Psychology.

KEITH PEARCE

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

MARILYN REYNOLDS

M.S. Pepperdine University, Reading Education. M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. California State University at Los Angeles, English. A.A. Pasadena City College, English. Secondary Teaching Credential.

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. U.C.L.A., Hebrew Literature.

JUDITH 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.

BILL SPARKS

M.A. (pending thesis) California State University at Los Angeles. B.A. Pacific Oaks College, Human Development. Undergraduate work, American University in Washington, D.C. Basic Teaching Credential. Special Education Teaching Credential. Administrative Credential.

NIKOLA TIMMO

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

PAMELA WEAVER

M.A. Teachers' College, Columbia University, Childhood Education. B.A. Stanford University, History, Life Teaching Credential, States of California and New York. Coursework in photography, U.C.L.A. and Pasadena City College.

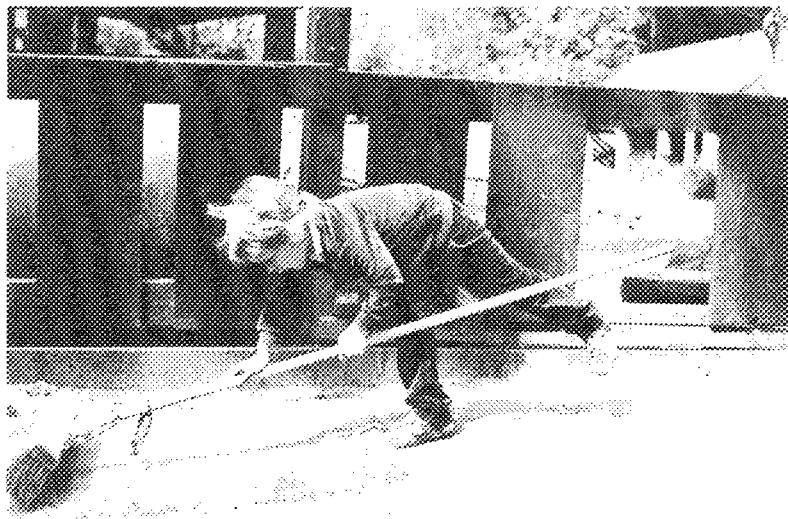
DARCY WILLIAMS

M.A. Pacific Oaks College, Human Development, specialization: Administration. B.A. University of Santa Clara, English.

FACULTY MEMBER EMERITUS

MARILYNNE WOLMAN

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



Photograph by Heather McFarlane

INDEX BY COURSE NUMBER

EDUCATION:

ED/S/W215	Audio/Visual	14,30
ED/S231	Introduction to Public Schools	14,30
ED/S243	Elementary Curriculum: Reading, Including Phonics, Social Studies/Multi-Culture	14,30
ED/W244	Elementary Curriculum: Math, P.E., Psycho-Motor, Health	15,30
Directed Teaching:		
ED/D/S252	Kindergarten	15,30
ED/D/S253	Primary	15,30
ED/D/S254	Upper Elementary	15,30
ED292	Independent Study	15,30

SPECIAL EDUCATION:

SpEd/S236	Assessment, Individualized Instruction and Accommodating Environments for Exceptional Children	16
SpEd/S237	Early Identification and Program Planning for the Learning Handicapped	30
SpEd/S238	Early Identification and Program Planning for the Severely Handicapped	30
SpEd/S243-I	Teaching the Learning Handicapped: Cognitive Realm	31
SpEd/S243-II	Teaching the Learning Handicapped: Psycho-Motor Realm	17
SpEd/S244-I	Teaching the Severely Handicapped: Cognitive Realm	31
SpEd/S244-II	Teaching the Severely Handicapped: Psycho-Motor Realm	17
SpEd/S252	Public School Law, Ethics, and Administration	31
Directed Teaching:		
SpEd/D/S257	Learning Handicapped	17,31
SpEd/D/S258	Severely Handicapped	17,31
SpEd/S260	Introduction to the Exceptional Child	17,31
SpEd/S261	Working with Exceptional Children and Their Families	18,31

SpEd/W271	Workshop in Career and Vocational Education	31
SpEd292	Independent Study	17,31
SpEd/S310	Special Education Program	17,31

HUMAN DEVELOPMENT:

HD/S200E	Early Years	18,31
HD/L200E	Observation/Participation in Pacific Oaks Children's Programs	18
HD/S201L	Later Years	18,31
HD/S/W205	It's Music Time	19
HD/S210D,E	Childhood in Various Cultures	32
HD/S212E	Children Under Stress	19
HD/S214C	Uses of Metaphor	32
HD/S216B	Ecological Psychology	32
HD/S217D	Non-Sexist, Non-Racist Curriculum for Preschool	32
HD/S218	Piaget	19,32
HD/S220	Field Study Seminar	19,32
HD/S221	Theory of Marriage, Family and Child Counseling	19
HD/W221	Practice of Marriage, Family and Child Counseling	19,33
HD/S223	Teaching for Peace	33
HD/S224	Practicum: MFCC	19,33
HD/S224-I	Methods in Therapy I: Practicum with Supervision	20
HD/S224-II	Methods in Therapy II: Practicum with Supervision	33
HD/S/W225	Literature for Children	20
HD/S230	Mythology and Folklore	33
HD/S231C	Human Systems and Communication... The Interactional View	20
HD/S232C	Communication Skills and Individual Dynamics	33
HD/S233	Models of Relationship Development	20
HD/S235D	Social Environments of Human Growth and Development	33
HD/S237	Human Sexuality	20

HD/S240	Models and Methods of Parent Involvement	20	HD/S288	Developmental Assessment of the Young Child	35
HD/S241	Politics of Parenthood	30	HD/S289	Learning in the Young Child	15
HD/P/S242D	MFCC Practicum in Diverse Settings	34	HD/S290	Clinical Issues & Counseling Techniques in Therapeutic Preschool	16
HD/S/W245C	Imagination in the Classroom	21,24	HD292	Independent Study	23,35
HD/S246E	Play in Childhood	34	HD/S293C,D	Ethics: Racism, Sexism & Children	23
HD/S247E	The Earliest Years	21	HD/S/W295C,R	Thesis as Transition	23,35
HD/S/W248	Planning Environments for Young Children	21,29	HD/S/W298	Assessment of Experience	24,35
HD/S249E	Preventive Intervention for Children & the Very Young	21,34	HD299	Master's Project	24,35
HD251	Shadow Study	21,34	HD/S300C,D,L	Women's Studies	24,36
HD/S254E	Authentic Infant - Competent Child	21,34	HD/S301C,D,L	Advanced Women's Studies	24
HD/S/W257	Integrating Mind & Body	22	HD/S320D,L	Gerontology Seminar	24,36
HD/S/W258C	The Writing Process	27	HD/S330C,D	Parent/Community Work	24,36
HD/S259L	Advanced Clinical Therapy with Older Adults	34	HD/P/S340C	Leadership in Education	24,26,36
HD/S/W260R	Testing, Measurement and Research	22,34	HD/S350C,D	Core: Cultural Issues in Human Development	25
HD/S262R	Research	34	HD/S360D	Racism & Human Development	25,36
HD/S366	Order & Disorder in Families and Children	34	<u>CHILDREN'S PROGRAMS:</u>		
HD/S267-1A,1I	Psychopathology: Childhood and Adulthood	35	HD/P/S402	Day Care	12,27
HD/S267-1I	Psychopathology: Adulthood	22	HD/P/S403	Infant/Toddler Parent Center	12
HD/S269	Personality Theory & Clinical Intervention	22	HD/P/S404	2 Year Yard	12
HD/S270D	Political & Economic Foundations of Racism/Sexism/Capitalism	22	HD/P/S405	Preschool: 3-5 Years	13
HD/S271D	Culture & Cognition	22	HD/P/S407	Kindergarten	13
HD/S/W276	Graphology: Psychology of Handwriting	22	HD/S408	Observation/Reflection	13
HD/S/W277	Photography: Your Vision & its Relationship to Human Growth	23	HD/P/S409	Open Classroom: Primary	13
HD/S/W278	Painting, Drawing & Clay	23	HD/S410	Development Education Seminar	25,36
HD/S279C	Language as Healing	23	HD/P/S411	Adolescents	13
HD/P/S/280	Clinical Practicum	15,16	HD/P/S412	Graduate Specialized Practicum	14
HD/S/W281	Children, Painting & Clay	35	HD/P/S413	Graduate Specialized Practicum: MFCC	14
HD/S/W284C	Problems & Process of Writing	35	<u>JANUARY INTENSIVES:</u>		
			HD/S421C	Professional Development	27
			HD/S426	Womenspirit: Women, Spirit Power, and Culture	28
			HD/S427	Creating, Transformation and Death	28

PACIFIC



OAKS

APPLICATION FOR INTENSIVES

INTENSIVE REGISTRATION INFORMATION: (for course descriptions, see pages 26-29.)

Enrollment for each seminar is on a first-come, first-served basis, based on the date the registration form is received. We will receive registration forms up until two weeks before the Intensive is to begin. 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 regular registration dates listed in the calendar. When your registration is received you are automatically placed on the class enrollment list.

There is a non-refundable deposit of \$25 which must be mailed in with your registration form. Naturally, this will be refunded if an Intensive is already full when we receive your registration. The remaining tuition must be in College Records either by mail or in person by the first day of the Intensive.

Please remember to fill-in both the Intensive number and title on the registration form. Send in a separate registration form for each Intensive you plan to enroll in.

There are no student housing facilities at Pacific Oaks; housing information is available from the student coordinators.

Registration Form

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

Date: _____

Name: _____

Address: _____

Telephone: (_____) _____ (_____) _____
Home work

Occupation: _____ Highest Degree Earned: _____

Place of Employment: _____

Please send me Program Information for: _____ B.A., _____ M.A., _____ Credentials

I wish to register for: _____
Number and Title of Intensive

Date of Intensive: _____ # of units

Local Pasadena/Los Angeles Address: _____

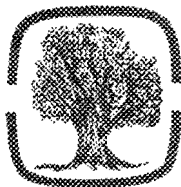
_____ \$25 non-refundable deposit enclosed

_____ Pacific Oaks Credit (\$160/unit)

_____ Non-Pacific Oaks Credit (\$85/unit)

_____ Audit (\$130/6 units, \$65/1-3 units)

Signature _____



PACIFIC OAKS

5 Westwoodland 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: _____
Last First Middle Maiden Phone _____

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.E. 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: This 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.P.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

(Pasadena)

