

# PACIFIC OAKS



BULLETIN 1983-84

# PACIFIC OAKS COLLEGE

5 WESTMORELAND PLACE

PASADENA, CALIFORNIA 91103

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Address Correction Requested

*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.*

*Students may review institutional accreditation and/or  
licenses in the College President's Office  
at 5 Westmoreland Place  
during regular office hours.*

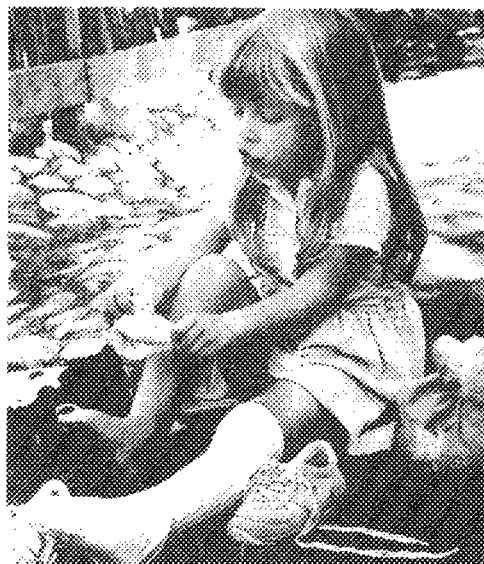
PACIFIC OAKS COLLEGE AND  
CHILDREN'S SCHOOL BULLETIN  
FALL 1983 and SPRING 1984







Photograph by Michael Katzman



Photograph by Michael Katzman

## DEAN'S MESSAGE

### Dolls and an Apple: Puzzlepieces

I'm working on a puzzle. Here are some of the pieces.

When I was six I had a collection of storybook dolls. (In case you don't remember them, they were about 10 inches high, came in polka dot boxes and were dressed in fancy costumes as Cinderella, Little Red Riding Hood, Little Bo-Peep.) My mother often gave things to Lucille, the woman who cleaned our house. Lucille had a daughter about my age named Faith. I never met Faith. One day my mother gave Lucille some of my old toys for Faith and by mistake my storybook dolls went with them. When I found they were gone I cried and raged at my mother. Finally my mother called Lucille and asked her to bring the storybook dolls back, though before she did she tried to get me to think of Faith. I thought of Faith but I was adamant. Perhaps I was so adamant because several months before my mother had given Peggy, my first doll, to the Goodwill even though I had not been ready to part with Peggy. Perhaps my mother felt guilty about Peggy and that's why she was willing to call Lucille.

Just the other day a friend of mine was observing in a preschool. The children were doing collages. Each child had a piece of paper and glue. Then the teacher put a box filled with sequins, beads, scraps of colored paper, leaves, string, and macaroni in the middle of the table. All the children immediately started grabbing as much as their hands could hold. I've seen collage events done differently — the teacher would give each child one leaf, three beads, five sequins, seven macaronis and ten scraps of colored paper. Everybody got the same.

Rusty was a big, strong, handsome five-year-old. He seemed apathetic about everything but food. When lunch was served he would always try to sit so that he would be served first, but the teacher caught on and would start at different ends of the table so Rusty would have to wait. By the time he was served, Rusty would be blinking back tears. Then Rusty would take as much as the teacher would give him. He would eat through story-time and through nap-time, finishing off all the leftovers. After a couple of weeks the teacher got tired of this and made Rusty stop eating by nap-time. Rusty didn't protest out loud, his body just went rigid.

Alice Miller, in her book *For Your Own Good*, tells this story by a father who was attempting to teach his child, Konrad, to be "moderate in his desires": "Also, when serving food, I always arranged it so that he was the last one served. For example, my parents and little Christel were eating with us once, and we had rice pudding, which he especially liked. 'Pudding,' he cried joyfully, embracing his mother. 'Yes,' I said, 'it's rice pudding. Little Konrad shall have some too. First the big people shall have some and afterwards the little people. Here, Grandmother . . .



Photograph by Michael Katzman



Photograph by Michael Katzman

Here, Grandfather . . . Here, Mother . . . This is for Father, this is for Christel, and this? Whom do you think this is for?" "Konrad," he responded joyfully. He did not find this arrangement unjust, and I saved myself all the vexation parents have who give their children the first portion of whatever is brought to the table."

Here is the birthday party of an eight-year-old girl. For weeks before the party all of her friends talked and worried about what they would get her. Annie's mother took her shopping to buy her gift and Annie was in a state of intense anxiety, wanting to get something her friend would like best of all. At the birthday party, when it was time for the birthday girl to open her presents, all the other children gathered around her in nervous anticipation. Each child awaited the reaction to her gifts. Once or twice the birthday girl screamed with delight, "Oh, this is just what I wanted." When she opened Annie's gift she said politely, "Thanks very much."

Someone who went to China recently visited a school there and saw a young girl passing out apples to all the other children. She had a basket of big, beautiful apples and went down all the rows handing each child an apple. When she came to the last child there were two apples left — one big, beautiful one and one little, scrawny one. The child stopped and looked into her basket for a long moment. Finally she took the big, beautiful apple and handed it to the other child.

Those are pieces of my puzzle. I thought of these stories and memories when I was wondering about the roots of generosity. They are all stories about children wanting. Some are about children getting, some about not getting; some are about giving, and some about not giving. I think that they are also all stories of powerlessness and disappointment. But I'm not sure about the last one.

I think they are also stories about the way things are used to substitute for and to mask feelings, to substitute for and to confuse relationships. I didn't need those dolls; I needed respect from my mother and I needed to know the truth of how things were organized so I could understand our relationship with Lucille. Those preschool children didn't need collage scraps and Rusty didn't need food; they needed to feel that there was enough for them and that there was space in the world for them as they were, differences and all.

Yet Konrad's father worked to teach him that who gets the rice pudding first and who gets it last is important, and Annie's world was teaching her that your worth is related to the quality of your things, and that how much people like you depends upon how good the things you give them are.

I wonder if that Chinese child needed or didn't need the better apple. I wonder how she was taught to give it away. And I wonder if she was able to feel good as she ate the smaller apple. I know I never felt good about my storybook dolls again.

*Karen M. Site*



Photograph by Heather McFarlane

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Photograph by Carolyn Kozzo

## ABOUT PACIFIC OAKS

*Pacific Oaks, located on two campuses in Pasadena, California, is a unique educational institution offering upper division and graduate-level college programs in human development, teaching credentials, and a variety of children's programs.*

*Three basic concepts underlie Pacific Oaks's educational philosophy: that growth is a dynamic and life-long process; that every individual has a fundamental worth; and 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.*

*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.*

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. The School grew quickly under the leadership of Molly Morgenroth and Evangeline Burgess, as word spread that there was a place in Pasadena where children were valued as individuals.

The teacher education aspect of Pacific Oaks grew out of the need to train teachers for the expanding nursery school.

Continued expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are granted in Human Development rather than Education because we believe that a teacher must know the whole life continuum to understand her/himself, and her/his students.

Today, our programs serve 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 also has grown to include the Infant/Toddler Program, Two-Year-Old Yard, Preschool, Kindergarten, Primary, Burgess Day Care, and Surround Care programs.

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.

## THE COLLEGE

Pacific Oaks College offers an educational experience that is unique among institutions of higher learning. The college is located in a pair of turn-of-the-century houses on a beautiful tree-lined street. Classes are small and held in comfortable, relaxed settings. An enrollment of around 300 students allows for maximum personal attention. Students are of all ages and come from a variety of backgrounds. The faculty is friendly, accessible and committed to the growth of each student.

The style of learning emphasized at Pacific Oaks is also unique. In most colleges a teacher lectures, students take notes, and learning is evaluated by examination. We have a different approach. Pacific Oaks students are encouraged to work together and to learn from each other. The faculty works with students to help each individual obtain an education that meets her/his own needs. At Pacific Oaks the process of learning is valued as much as what is learned.

The college has 25 full-time and 10 visiting faculty. The academic year includes two semesters, Fall and Spring, and a six-week summer session. Two-week intensive sessions are also offered in January, June and August. Some students are able to complete degree or credential requirements primarily by attending summer sessions.

## CURRICULUM

The curriculum in Human Development for both B.A. and M.A. students is organized around five areas in which students are expected to become competent:

Theories of Human Development; The Life Cycle; Social and Political Contexts of Human Development; Communication, Research; and Implementation (Fieldwork or Practical). Each of these areas has a required introductory class, which we call an approach class. These classes provide an introduction to active learning, as well as an introduction to the subject area. Since the approach classes will also help students to define their own areas of interest and their learning needs, these classes should be taken early in a student's career at Pacific Oaks. It is required that a student take at least one approach class in the first semester at Pacific Oaks. (We recommend students take the Communication class and either the Contexts or Life Cycle class in the first semester.)

In addition to the required approach classes, each area of competence includes a number of focus classes. The focus classes are designed to explore particular issues in depth, through reading, writing and class discussion. Students will select focus classes from all five areas of competence; each student's choice will depend upon her/his needs and interests as determined in the basic classes.

B.A. and M.A. Requirements (for students beginning in Fall 1983 and thereafter)

### Approach Classes:

1. Communications Workshop --- 1 unit
2. Theories of Human Development: The Life Cycle --- 4 units
3. Social and Political Contexts of Human Development --- 4 units
4. Research --- 1 unit
5. Working With Children or Working With Adults --- 4 units

### Requirements for B.A. students:

- 2 practice in Pacific Oaks Children's School
- 124 units (minimum of 30 units must be taken at Pacific Oaks)

### Requirements for M.A. students:

- 30 units, not including the M.A. project
- M.A. Project (separate thesis advising fee -- see fee information)

## PROGRAMS

### 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:

minimum of 9 semester units including English Composition.

#### Natural Science & Math

minimum of 9 semester units including a course in science, biology preferred.

#### Social Science:

minimum of 9 semester units including general psychology and either general sociology or cultural anthropology.

#### Humanities:

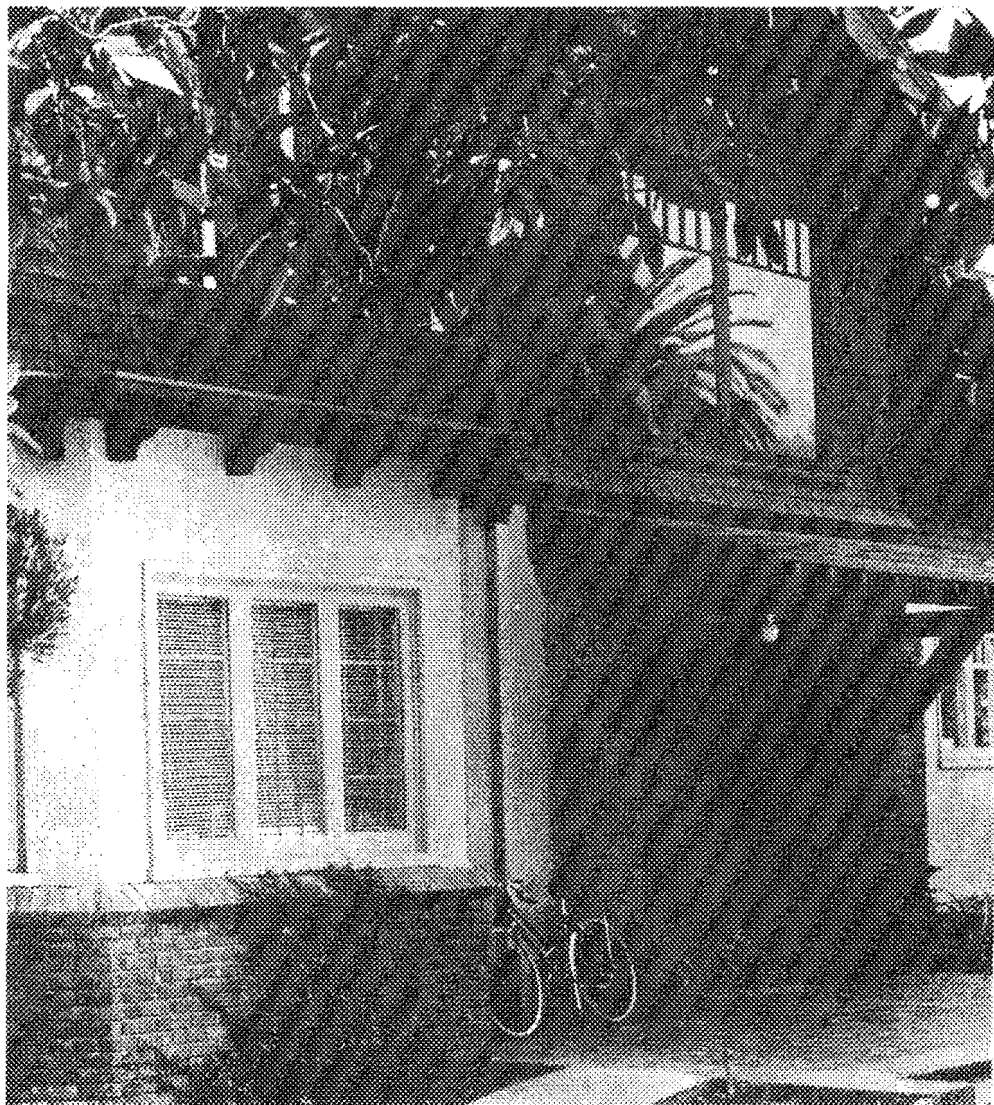
minimum of 9 semester units.

Courses generally not acceptable for transfer:

- business courses
- orientation courses
- sectarian religious courses
- remedial courses
- occupational courses
- library courses

Except by special arrangement with the Director of Admissions, 70 units are the maximum that will be accepted from a junior or community college. 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.

Transcript evaluations are available for a fee of \$10 (applicable toward the \$25 admissions application fee). Official transcripts should be sent from all colleges attended to the Registrar at Pacific Oaks.



Photograph by Elizabeth Deardorff





Photograph by Michael Rotman

### THE B.A. ABLE PROGRAM

Pacific Oaks offers a B.A. ABLE (Admission by Life/Work Experience) for people who have 3-5 years of professional experience in a human services position. Applicants must submit 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, with documented professional experience, may waive up to 30 lower division units and earn up to 30 upper division units for their experience. These units are recorded on the transcript with appropriate titles and are paid for at the reduced tuition rate of \$90. 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. The degree is awarded on the basis of demonstrated competence in human development, communication skills, knowledge of multi-cultural/nonsexist issues, and research. A Master's project, which is an original contribution to knowledge and understanding based on field experience, is 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 in the Bulletin.

### 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. Applicants must have completed 60 or more lower division units. They must have at least five years of professional experience and the competence to work at the graduate level.

### MARRIAGE, FAMILY AND CHILD COUNSELING PROGRAM

The Pacific Oaks MFCC specialization/M.A. in Human Development is equivalent to a Master's degree in Marriage, Family, and Child Counseling. This 45-unit program is one of the optional specializations within the M.A. program. Demonstrated competence is required in human development; sexuality; 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, pre-school 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.** Although no new students are being admitted to the **Special Education Credential Program**, Pacific Oaks continues to offer Special Education classes leading to the Special Education Credential with specializations in both the Learning Handicapped and Severely Handicapped for students who are admitted and in the process of completing their program.

#### CONTINUING EDUCATION UNITS FOR NURSES

Pacific Oaks is eligible to grant continuing education units for nurses.

Students who wish to earn continuing education credit *must indicate this on their registration card by filling in their nurse's license number in the appropriate space*

The courses which we believe will meet the requirements for continuing education units are marked with an asterisk in the Bulletin.

Students wishing this type of credit will be responsible for writing a self- and course evaluation at the end of the course and turning this in to the Dean's Office at the end of the semester. It is required for CEU that this evaluation be kept on file.

See page 37 for other M.A. specializations.

## COOPERATIVE/ EXCHANGE PROGRAMS

#### 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, two-semester internship which is credited by Pacific Oaks for 16 units toward the M.A. in Human Development. The High/Scope Educational Research Foundation is located at:

600 North River Street  
Ypsilanti, Michigan 48197

The High/Scope portion of the Pacific Oaks-High/Scope Master's Program has three components: practica, seminars and students' projects. The student may choose between a major practicum focus on preschool or elementary education or a broader focus on both levels.

#### THE FIELDING INSTITUTE

Located in Santa Barbara, offers doctoral level degrees in Clinical Psychology and Human Services. Students in the Human Services program may elect to spend time taking courses at Pacific Oaks. Send letters of inquiry to:

Don Bushnell  
The Fielding Institute  
226 E. De La Guerra  
Santa Barbara, California  
93101

#### KYUSHU OTANI JUNIOR COLLEGE

In December of 1981, an exchange program for students and faculty was established with Kyushu Otani Junior College in Chikugo City, Fukuoka, Japan.

## GENERAL INFORMATION

#### SPECIAL STUDENTS

Individuals may take classes at Pacific Oaks without being admitted to the College. (These students are called special students.) No application or transcripts are necessary to be a special student except when a special student wishes to take a practicum, in which case 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. 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. A diverse student group is sought to facilitate students' learning from each other as well as from the curriculum.



Photograph by Michael Katzman

Each applicant must submit an application form, \$25 for each degree or credential program applied for, and other documents as outlined on the application form (see last page of the Bulletin). The MFCC and Clinical Child Development specializations require an additional application form and an additional application fee of \$25.

Entrance 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).

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.

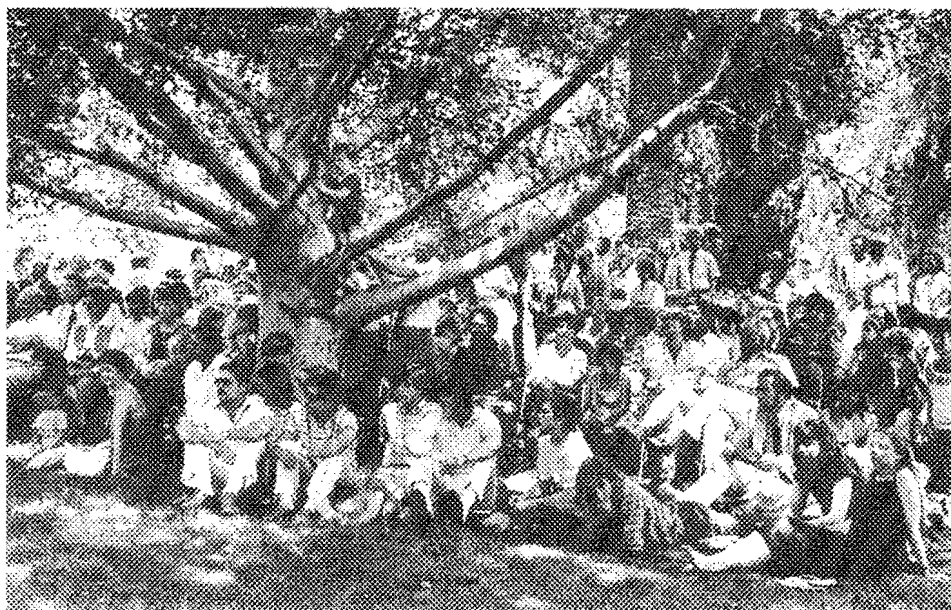
## RESIDENCE

All students may enroll either full- or part-time. Students in cooperative programs or 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 within 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.)



Photograph by Michael Ratzman

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.

Reasonable time to complete programs at Pacific Oaks is defined as:

- B.A./B.A. Credential — 10-12 semesters
- Credential — 6 semesters
- Credential + M.A. — 8 semesters
- B.A. or M.A. ABLE — 10 semesters
- M.A. — 8 semesters (excludes some specializations, see below)
- Clinical Child Development or MFCC specialization in the M.A. Program — 10 semesters

Financial Aid is available for Intensives as follows:

Institutional aid for Intensive-only students, Institutional and Federal Aid for students combining Intensives with regular semesters. Foreign students and Summer-only students are eligible for institutional scholarships and loans only.

## SATISFACTORY PROGRESS POLICY

Renewal applicants for financial aid may not have more than 6 units of incomplete work. A determination of eligibility will be made once a year prior to Fall registration. The student will have until the end of late registration to clear up sufficient incompletes from prior semesters. If incompletes are cleared up later than this, the student will not be eligible to receive financial aid until the Spring semester.

It is the student's responsibility to provide the Financial Aid Officer with proof of completion of incompletes. No students receiving evaluations describing the student's work as inadequate or failing in two or more courses will be eligible for aid until these courses are cleared by the instructor and the student provides the Financial Aid Officer with appropriate documentation.

Aid may be reinstated after a conference between the student, the student's Academic Advisor, and the Dean of the College, upon written recommendation of the Dean. Such recommendation will be made when the student can provide some basis for belief that past circumstances (physical or mental illness, family/job pressures, etc.) which have contributed to the student's failure no longer exist, and/or if the student's record has shown significant improvement during the intervening Spring semester and/or Summer session.

Please contact the Financial Aid Officer regarding information about specific

#### Financial Aid Programs:

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

#### Application Deadlines:

March 1 — Summer Session  
March 1 — Fall & Spring  
November 1 — Spring only

These dates are priority deadlines only; applications will be accepted throughout the year. It should be remembered, however, that early submission of forms will insure greater probability of adequate funding of financial need. Applications for the California Guaranteed Stu-

dent Loan Program (CGSLP) and the Pell Grant may be submitted throughout the year. In the case of the CGS Loan Program, applications should be made 8-10 weeks before the money is needed. Students should check with individual banks regarding deadlines.

#### THE ANDREW NORMAN LIBRARY

Consists of a college library on the Westmoreland campus and a children's library on the California campus. The college library houses an outstanding collection in the field of human development, as well as historical and special collections. A recent expansion of the library has added additional shelf space and a beautiful reading room. The children's library offers a children's collection and books related to children and child-rearing for parents.

#### 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.

Books are not returnable or exchangeable. Bookstore sales after 5:00 PM must be made by check, credit card (\$50 limit) or exact change.

#### PACIFIC OAKS PUBLICATIONS

Available through the Bookstore, Pacific Oaks Publications cover a range of subjects including teaching-learning environments, naturalistic observation of behavior, day care, open classroom teaching, administration, and human development. A publications list is available on request.

#### PREREGISTRATION

Is open to all students. IT IS REQUIRED FOR ALL ADMITTED STUDENTS

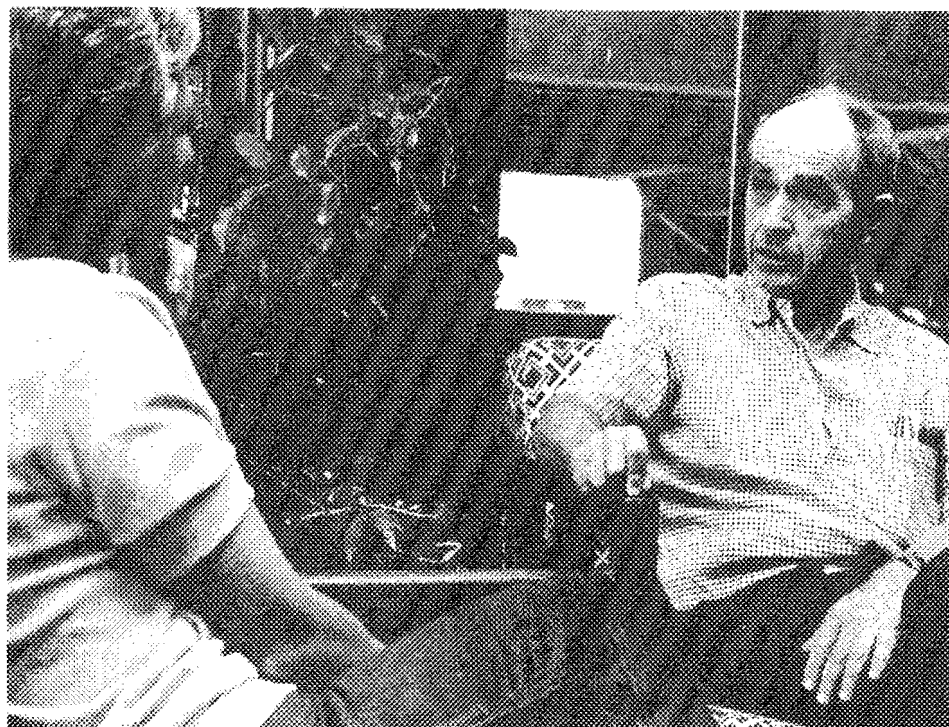
Preregistration is in addition to, not in place of, regular registration. To preregister, make an appointment with your advisor. Preregistration dates are

Fall: now through July 29.  
Spring: October 30 — December 16.



Photograph by Michael Katzman





Photograph by Carolyn Brown

## ADVISING

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

- |                               |                                                                           |
|-------------------------------|---------------------------------------------------------------------------|
| Bunny Rabiroti                | — B.A. program and unadmitted B.A. students                               |
| Judith Meyer & Bunny Rabiroti | — M.A. program and unadmitted M.A. students                               |
| Mio Polifroni                 | — ECSiC and Basic Credential programs and unadmitted Credential students. |
|                               | — Contact advisor for SpEd 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 6:<br>12:00 noon — 6:00 P.M. |
|         | September 7:<br>8:00 A.M. — 3:00 P.M.  |
| Spring: | January 19:<br>12:00 noon — 6:00 P.M.  |
|         | January 20:<br>8:00 A.M. — 3:00 P.M.   |

Registration for January Intensives will take place on the first morning of the Intensives. Students may preregister by filling out the Application form in the back of the Bulletin.

## LATE REGISTRATION

Will begin:

- |         |                                                                 |
|---------|-----------------------------------------------------------------|
| Fall:   | September 12:<br>9:00 AM — 12:00 noon, and<br>1:00 PM — 4:00 PM |
| Spring: | January 23:<br>9:00 AM — 12:00 noon, and<br>1:00 PM — 4:00 PM   |

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 TUITION

All courses may be taken at a reduced rate of \$90 per unit, on a space available basis. Courses taken at a reduced rate may not be applied toward any Pacific Oaks degree or credential program.

There is one exception to this: students enrolled in the Fifth Year of Study Program to obtain a Clear Ryan credential may pay the reduced rate tuition. This applies only to students who have already completed a Preliminary Multiple Subject or Preliminary Single Subject Teaching Credential. These students may register at regular registration times, but first they must obtain the approval of the Credential Program Coordinator and have the Coordinator initial their registration cards. Credential students who think they may qualify for reduced tuition rates should consult with the Coordinator to determine whether they do qualify.

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

- |         |                                                                        |
|---------|------------------------------------------------------------------------|
| Fall:   | September 12 and 13:<br>9:00 AM — 12:00 noon, and<br>1:00 PM — 4:00 PM |
| Spring: | January 23 and 24:<br>9:00 AM — 12:00 noon, and<br>1:00 PM — 4:00 PM   |

## PRACTICUM PLACEMENTS

On-campus practicum placements will be handled by the Children's School office. Public School student teaching placements are made by Mio Polifroni. Any student taking a practicum must have an application with fee and references.



Photograph by Michael Katzman

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 6 units of incompletes may register only with special approval of their advisor. M.A. students must clear up all incompletes before registering for their M.A. project. All students must clear up all incompletes before being admitted to a new program.

#### T.B. TEST REQUIREMENT FOR REGISTRATION

TB tests are required every two years. Result of a TB test taken since July 1981 must be on file in the College Records Department in order to register. Please have the test results mailed to that office before registration or bring them with

you when you come to register. TB testing facilities in Pasadena are:

Pasadena Health Department  
City Hall  
100 North Garfield Avenue  
677-4391 Fee required

Pasadena TB Association  
111 North Hudson  
793-4148 Fee required.

#### PROGRAM CHANGES

Classes may be added until Friday, September 23, for Fall, and Friday, February 3, 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.

#### FEES

|                                                                                                                                                                             |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Prospective student's Transcript Evaluation for all programs                                                                                                                | \$ 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      |
| Late Registration fee                                                                                                                                                       | \$ 10      |
| Change of Program                                                                                                                                                           | \$ 3       |
| Student Activity Fee                                                                                                                                                        | \$ 10      |
| Workshop fee                                                                                                                                                                | \$25-\$100 |
| Continuous Registration fee if not registered for at least 2 units in the semester prior to graduation                                                                      | \$170      |
| M.A. Thesis-Advising Fee: M.A. students who have completed their course work and are working on their projects must be on a Leave of Absence or pay an M.A. Advising fee of | \$170      |

Photograph by Michael Katzman



|                                                                                                                                                       |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Graduation fees:</b>                                                                                                                               |                    |
| B.A.                                                                                                                                                  | \$ 10              |
| M.A.                                                                                                                                                  | \$ 50              |
| Multiple Subject<br>Credential                                                                                                                        | \$ 10              |
| 5th Year Program                                                                                                                                      | \$ 10              |
| ECSIC                                                                                                                                                 | \$ 10              |
| Personal copy of<br>thesis (optional)                                                                                                                 | \$ 12.50           |
| <b>Transcript fees:</b>                                                                                                                               |                    |
| P.O. Transcript                                                                                                                                       | \$ 2               |
| Other schools — for<br>credential students<br>only, when sent by<br>Pacific Oaks Teacher<br>Preparation and<br>Licensing purposes —<br>per transcript | \$ 1               |
| <b>Credential fees:</b>                                                                                                                               |                    |
| Fisher Renewal<br>Specialist<br>Credential Com-<br>petency fee (for<br>each competency)                                                               | \$ 10<br><br>\$ 90 |
| <b>Business Office fees:</b>                                                                                                                          |                    |
| Charge for returned<br>checks                                                                                                                         | \$ 10              |
| Finance Charges (per<br>month on unpaid<br>balances)                                                                                                  | 1 1/2%             |

#### **FEES SUBJECT TO CHANGE WITHOUT NOTICE**

#### **TUITION**

|                                                       |       |
|-------------------------------------------------------|-------|
| Pacific Oaks credit<br>(per unit)                     | \$170 |
| Reduced Rate: non-<br>Pacific Oaks credit<br>per unit | \$ 90 |

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 4, for Fall and Friday, April 13, 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 balances.

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 in the semester preceding graduation;
- OR
- be granted a Leave of Absence.

If not registered for at least 2 units in the semester preceding graduation you pay a Final Semester Registration fee of \$170.

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

#### **EVALUATIONS**

Pacific Oaks does not issue grades as a means of evaluation. Evaluation is by written statement in which the instructor and student have had direct input. (Written evaluations can be translated into grades for students who submit documented proof from graduate institutions or financial aid scholarships to which they are applying stating they will accept letter grades only.)

#### **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<br>of classes | none |



Photograph by Michael Katzman

Students are advised that if they received Financial Aid and would be due a refund in accordance with the above schedule, any refund due would be returned to the Financial Aid Programs rather than to the student according to the following formula:

$$\frac{\text{Total Title IV aid (minus work study earnings)}}{\text{Total Student's Aid package (minus work study earnings)}} \quad (--)$$

This fraction is applied to an institutional refund, and the resulting amount is the amount of Title IV funds to be returned to the Title IV Programs. Any resulting refund will be first applied to any federal loan programs, then to Pell Grant, SEOG, and the College Work Study, in that order.

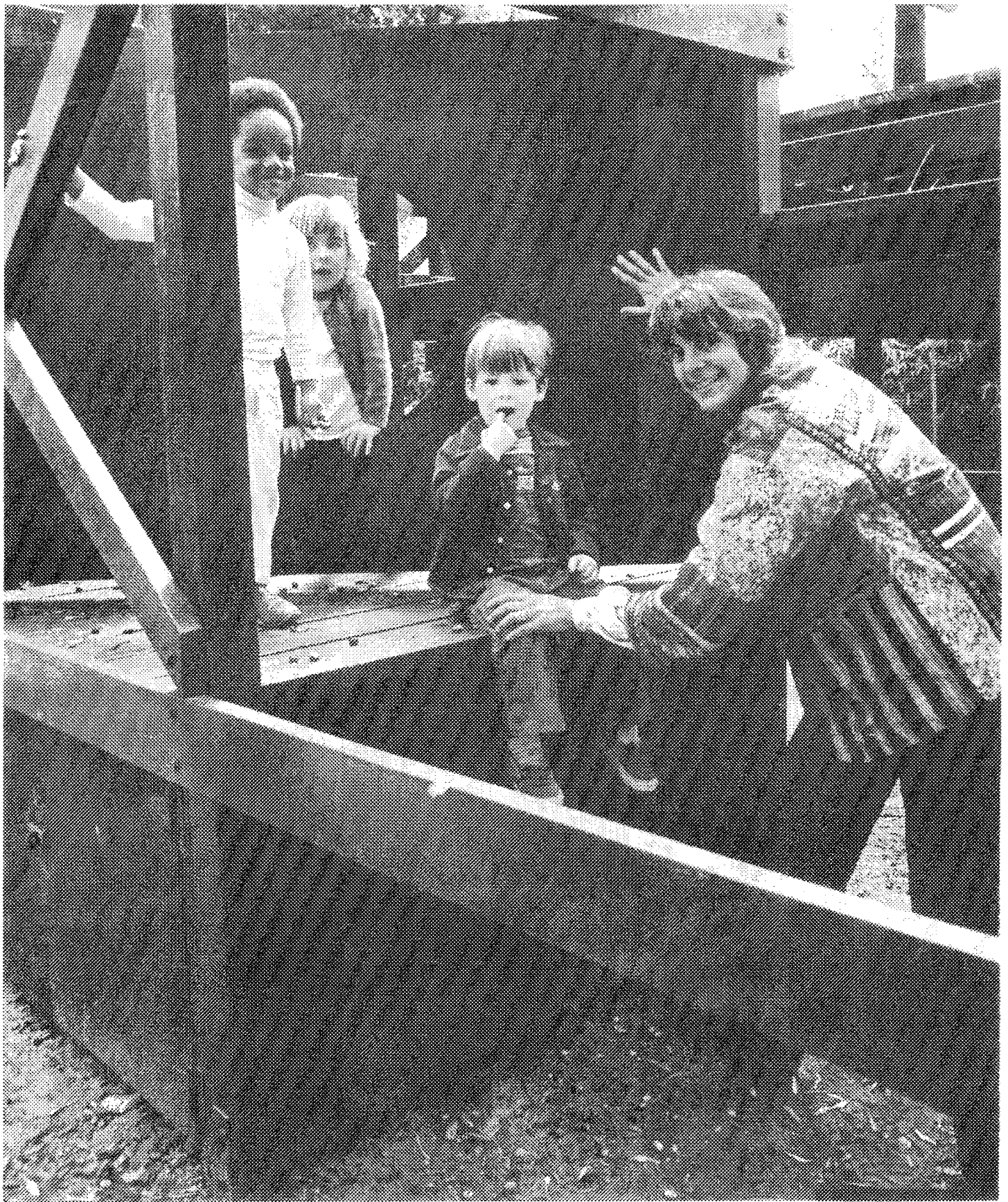
**Fees are not refundable.**

#### **COURSE NUMBERING SYSTEM**

All courses are considered graduate level. With the exception of Ed and SpEd, all courses will have an HD prefix. Joining the prefix will be either an S (seminar), F (fieldwork), P (practicum), W (workshop), or D (directed teaching).

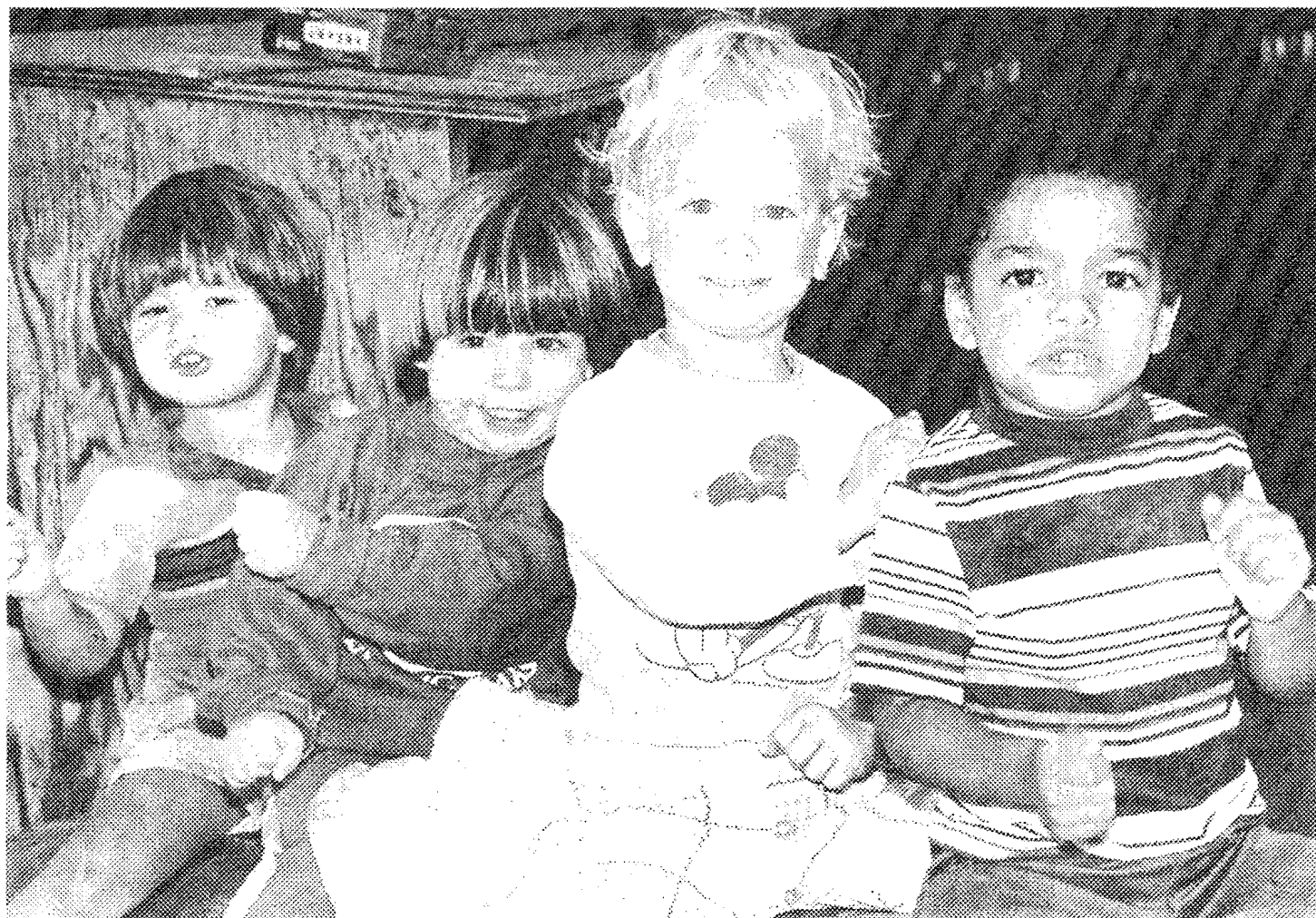
It is possible, by making previous arrangements with the instructor and your program advisor, to take some courses for competencies outside their primary listing.





Photograph by Candyn Ruz





Photograph by Carolyn Kozz

## 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.

Erikson and Piaget are the theorists who contribute most to the developmental approach used by faculty. 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 children from birth to age two, and their

parents or care-givers. While the children experience the unique outdoor environment of the center, 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 old and their families. The theories surrounding a child's language acquisition, socialization and autonomy are all examined. Special emphasis is given to understanding family dynamics, especially in relation to the separation

process that may be occurring between parent and child. The program includes parent/staff discussion groups.

### **PRESCHOOL**

The preschool program provides a rich and challenging environment that encourages children to explore, to be curious, to be creative and to ask questions. The multi-cultural, nonsexist curriculum is geared to the developmental needs of the children, based on our belief that children develop 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.

### **KINDERGARTEN**

Multi-faceted in character, the kindergarten is organized around a developmental approach. The 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. 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. 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 affective as well as cognitive learning are emphasized.

### **BURGESS DAY CARE CENTER**

Burgess House is a full-day program designed to meet the complex needs of working families. Children from 2½ through 5 years old may enroll in this



Photograph by Carolyn Kozz

day care program. The center is located in a former home. Group size and adult/child ratios are small to promote an informal family-style setting. At Burgess House 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 to achieve 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

## FALL CALENDAR 1983

|                                                                                                                          |                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Now through July 29 .....                                                                                                | Preregistration for Fall Semester                                                                                                                                              |
| Monday, September 5 .....                                                                                                | Holiday—Labor Day                                                                                                                                                              |
| Tuesday, September 6 .....                                                                                               | Orientation for Children's Programs:<br>8:00 A.M. to 1:00 P.M.<br>REGISTRATION: 12:00 noon to 6:00 P.M.                                                                        |
| Wednesday, September 7 .....                                                                                             | Orientation for Children's Programs:<br>8:00 A.M. to 1:00 P.M.<br>REGISTRATION: 8:00 A.M. to 3:00 P.M.                                                                         |
| Thursday, September 8 .....                                                                                              | Holiday—Rosh Hashanah                                                                                                                                                          |
| Monday, September 12 .....                                                                                               | College classes and Children's Programs begin<br>Late Registration begins:<br>9:00 to 12:00, and 1:00 to 4:00<br>Reduced Rate Registration:<br>9:00 to 12:00, and 1:00 to 4:00 |
| Tuesday, September 13 .....                                                                                              | Reduced Rate Registration:<br>9:00 to 12:00, and 1:00 to 4:00                                                                                                                  |
| Friday, September 23 .....                                                                                               | Last day to add classes for Fall semester                                                                                                                                      |
| Saturday, November 5 .....                                                                                               | Family Fun Faire                                                                                                                                                               |
| Friday, November 11 .....                                                                                                | Holiday: Veteran's Day                                                                                                                                                         |
| Thursday, November 24 and<br>Friday, November 25 .....                                                                   | Holiday—Thanksgiving                                                                                                                                                           |
| Friday, December 9 .....                                                                                                 | Last day to register for MA projects and<br>Independent Studies                                                                                                                |
| Friday, December 16 .....                                                                                                | College classes and Children's Programs end                                                                                                                                    |
| Sunday, December 18 .....                                                                                                | Graduation                                                                                                                                                                     |
| Wednesday, December 21 .....                                                                                             | Student Evaluations due in College Records                                                                                                                                     |
| December 23 and 26 .....                                                                                                 | Holiday—Christmas                                                                                                                                                              |
| December 30 and January 2 .....                                                                                          | Holiday—New Year's                                                                                                                                                             |
| NOTE: Dates of directed teaching in public schools will be announced. Contact Credential Analyst for further information |                                                                                                                                                                                |

## SPRING CALENDAR 1984

|                                |                                                                 |
|--------------------------------|-----------------------------------------------------------------|
| October 31 — December 16 ..... | Preregistration for Spring Semester                             |
| January 3 — 27 .....           | Day Care Practicum Intensive                                    |
| Monday, January 9 .....        | January Intensives begin                                        |
|                                | Children's Programs reconvene                                   |
| Monday, January 16 .....       | Holiday — Martin Luther King's Birthday                         |
| Thursday, January 19 .....     | REGISTRATION: 12:00 noon to 6:00 PM                             |
| Friday, January 20 .....       | REGISTRATION: 8:00 AM to 3:00 PM                                |
|                                | January Intensives end                                          |
| Monday, January 23 .....       | College classes begin                                           |
|                                | Late Registration begins: 9:00 — 12:00, and<br>1:00 — 4:00      |
|                                | Reduced Rate Registration: 9:00 — 12:00, and<br>1:00 — 4:00     |
|                                | Orientation for Children's Programs:<br>8:00 AM to 3:00 PM      |
| Tuesday, January 24 .....      | Children's Programs Practica begin                              |
|                                | Reduced Rate Registration: 9:00 — 12:00, and<br>1:00 — 4:00     |
| Friday, February 3 .....       | Last day to add classes for Spring semester                     |
| Monday, February 13 .....      | Holiday — Lincoln's Birthday observed                           |
| Monday, February 20 .....      | Holiday — Washington's Birthday observed                        |
| April 16 — April 20 .....      | Spring Break                                                    |
| Friday, April 20 .....         | Holiday — Good Friday                                           |
| April, TBA .....               | Burgess Lecture                                                 |
| Friday, May 11 .....           | Last day to register for MA Projects and<br>Independent Studies |
| Friday, May 18 .....           | College classes end                                             |
|                                | Student Evaluations due in College Records                      |
| Sunday, May 20 .....           | Graduation                                                      |
| Monday, May 28 .....           | Holiday — Memorial Day observed                                 |
| Friday, June 8 .....           | Children's Programs and Practica end                            |

NOTE: Dates of directed teaching in public schools will be announced. Contact Credential Analyst for further information.



**FALL 1983 and SPRING 1984  
COURSE OFFERINGS**

The course offerings are organized  
by areas of competency:  
Theories of Development: The Life Cycle  
Social and Political Contexts of Human Development  
Communication  
Research  
Implementation

Both Fall and Spring classes are listed.  
Unless specified, classes can be taken by either  
undergraduate or graduate students.

## THEORIES OF HUMAN DEVELOPMENT: THE LIFE CYCLE:

Students are expected to explore various human issues which occur throughout the life cycle, such as separation, the search for autonomy, intimacy, work competence, etc., and to come to understand the issues specific to particular developmental stages. Students are also expected to become familiar with theory-building and to develop their own theories of human development, as well as to understand the work and ideas of some of the major developmental theorists.

HD/S200 is a required course for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (\*) are eligible for CEU for nurses.

### FALL CLASSES:

#### HD/S200 THE LIFE CYCLE\*

Liz Prescott & Bunny Rabirot 4 units

4:30 PM to 8:30 PM, Thursday

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. This class focuses on the entire cycle of life from infancy to death.

#### HD/S216 ECOLOGICAL THEORISTS

Carol Phillips & Liz Prescott 3 units

4:00 PM to 7:00 PM, Tuesday

This class will explore an ecological approach for thinking about a variety of human development issues. We will examine and play with the ideas of Luria, Lewin, Barker, Bronfenbrenner, and the Fanon Center.

#### HD/S237 HUMAN SEXUALITY\*

Judi Segal 3 units

4:00 PM to 7:00 PM, Wednesday

This class focuses on the personal and professional aspects of human sexuality. Using discussion, films, role-play, and a variety of other methods, we will explore issues related to human sexuality, as well as develop a framework for what is "normal," a working vocabulary of appropriate language, and a framework that will allow people to feel more at ease discussing sex. 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; the quality of literature which is currently available; and how to choose and use a "good book" on the subject.

Attendance is required.

#### HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG\*

Magda Gerber

2 units

6:30 PM to 9:30 PM, Thursday

October 6, 13, & 20

9:00 AM to 5:00 PM, Saturday

October 15

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; 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.

#### HD/S254 AUTHENTIC INFANT -- COMPETENT CHILD\*

Magda Gerber

2 units

6:30 PM to 9:30 PM, Tuesday

October 4, 11, & 18

9:00 AM to 5:00 PM, Saturday

October 22

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.

#### HD/S264 AUTONOMY

Bunny Rabirot

3 units

1:00 PM to 4:00 PM, Tuesday

Erik Erikson says, "The lasting need of the individual to have his will reaffirmed and delineated within an adult order of things which at the same time reaffirms and delineates the will of others has an institutional safeguard in the principle of law and order. In daily life as well as the high courts of law — domestic and international — this principle apportions to each his privileges and limitations, his obligations and his rights." Autonomy, or choice, throughout the life cycle is the major theme of this course.

**HD/S269 PERSONALITY THEORIES AND CLINICAL INTERVENTION\***

Barbara Richardson

3 units

7:00 PM to 10:00 PM, Wednesday

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.

**HD/S320 GERONTOLOGY SEMINAR\***

Carroll Borland-Parten

3 units

7:00 PM to 10:00 PM, Monday

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 both of experiences with 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 is required for the gerontology specialization.

**SPRING CLASSES:**

**HD/S200 THE LIFE CYCLE\***

Carol Phillips & Liz Prescott

4 units

4:30 PM to 8:30 PM, Tuesday

See course description under Fall.

**HD/S203 DEVELOPMENT OF EMPATHY: KINDNESS, A LEARNED BEHAVIOR\***

Bunny Rabirol

3 units

1:00 PM to 4:00 PM, Tuesday

Author Elie Wiesel, in addressing a 1983 Holocaust Survivors gathering, said, "The opposite of love is not hate — it is indifference." Gandhi said, "There can be no love where there is no will."

If kindness is a learned behavior then how can we learn it? Can we teach it to others? Will it make a difference?

We will travel some fresh ground. You are invited to the journey.

**HD/S218 PIAGET**

Louise Gorman-Sparks & Nancy Place

3 units

Enrollment limit: 25

1:00 PM to 4:00 PM, Tuesday

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.

**HD/S246 PLAY IN CHILDHOOD**

Liz Prescott

3 units

7:00 PM to 10:00 PM, Monday

We will approach play as a human adaptive function 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 of 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.

**HD/S249 PREVENTIVE INTERVENTION FOR INFANTS AND THE VERY YOUNG\***

Magda Gerber

2 units

6:30 PM to 9:30 PM, Thursday

February 9, 16, & 23

9:00 AM to 5:00 PM, Saturday

February 25

See course description under Fall.

**HD/S254 AUTHENTIC INFANT — COMPETENT CHILD\***

Magda Gerber

2 units

6:30 PM to 9:30 PM, Tuesday

February 7, 14, & 21

9:00 AM to 5:00 PM, Saturday

February 18

See course description under Fall.

**HD/S267 PSYCHOPATHOLOGY\***

Ian Russ

3 units

1:00 PM to 4:00 PM, Friday

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, 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 LIFE CYCLE; HD/S269 PERSONALITY THEORIES AND CLINICAL INTERVENTION.

**HD/S268 ATTACHMENT AND LOSS**

Jerry Ferguson

3 units

4:00 PM to 7:00 PM, Thursday

This class looks at the life span in terms of recurrent attachment and loss. This thread, which is important from infancy to death, will be traced through the various developmental phases as a strategy for understanding major life themes.

**HD/S285 DEVELOPMENT THEORIES**

Carroll Borland-Parten

3 units

4:00 PM to 7:00 PM, Tuesday

This course traces cognitive and psychosocial development from the first stirrings of educational theory until the present. The foreparents of early childhood teaching are covered as are the main theorists of the Freudian, neo-Freudian, developmental/maturationalist, and behavioral schools. Biographies of these contributors are presented and the interrelationships and genealogical progressions explored. Extensive reading and discussion is expected.

**SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT:**

*The cycle of human development occurs within the context of a culture. The search for developmental patterns is a search for some universals, some consistent themes common to all people. Yet this search for consistent themes most often has been conducted within an ethnocentric context. Thus a search for common themes must be balanced by careful attention to the diversity of human contexts.*

*Students are expected to gain an understanding of cultural differences, an awareness of the ethnocentrism and gender-centrism of much current developmental theory, and an awareness of the dynamics of oppression.*

*HD/S282 is a required course for all students entering in Fall 1983 or thereafter.*

*Courses marked with an asterisk (\*) are eligible for CEU for nurses.*

**FALL CLASSES:****HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT\*****SECTION A:**Louise Derman-Sparks &  
Carol Phillips

4 units

4:30 PM to 8:30 PM, Wednesday

This course explores socialization as a function of the interaction between the individual and the multi-leveled social contexts in which human growth occurs. Students will be challenged to examine the specific influences on their own growth — of their gender, class and racial/ethnic backgrounds — and to become aware of how their ways of perceiving and interpreting human behavior are related to their socio-cultural contexts.

Conversely, students will also be expected to develop tools for identifying and becoming familiar with the socio-cultural contexts of others and for interpreting other people's behavior within their own contexts. Other topics will include the impact of oppression on human development and the historic contexts within which specific theories of development were

created. A variety of methods, including fieldwork and other experiential activities will be integrated with reading, writing, and discussion, to ensure that students' personal experiences are an integral aspect of the curriculum.

**HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT\*****SECTION: B**Karen Fite, Barbara Richardson &  
Nikola Trumbo

4 units

4:30 PM to 8:30 PM, Monday

This course asks students to define their personal ethics within the context of contemporary society and to work to develop greater awareness of and sensitivity to the types of ethical dilemmas which confront everyone in this society. This course will deal with the dynamics of oppression in this society — including racism, classism, and sexism — with normative value theory and the ways in which values are part of a socio-cultural fabric. Students will be expected to relate the issues raised both to their own personal experience and to their work in the human services.

**HD/S212 CHILDREN UNDER STRESS**

Bunny Rabinoff

3 units

4:00 PM to 7:00 PM, Wednesday

This course will involve students in some of the major issues that prevent children from experiencing life fully. Poverty, illness, the effects of a world often in turmoil all have bearing on the 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.

**HD/S241 POLITICS OF PARENTHOOD**

Ruth Beaglehole

3 units

7:00 PM to 10:00 PM, Thursday

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 parents and people involved in different aspects of parent work.

**HD/S271 CULTURE AND COGNITION**

Carol Phillips

3 units

4:00 PM to 7:00 PM, Thursday

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.



## SPRING CLASSES:

### HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT\*

Karen Fife & Bunny Rabirow

4 units

12:00 noon to 4:00 PM, Wednesday

See course description under Fall, Section B.

### HD/S235 SOCIO/CULTURAL ENVIRONMENTS\*

Barbara Richardson

3 units

4:00 PM to 7:00 PM, Tuesday

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, cross-cultural counseling, ethnicity and family therapy, and the socio-ecological reality differences which exist within our pluralistic society.

**Prerequisites:** HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT and/or HD/S360 RACISM AND HUMAN DEVELOPMENT

### HD/S266 SEX ROLE DEVELOPMENT

Karen Fife, Carol Phillips  
& Nikola Trumbo

3 units

1:00 PM to 4:00 PM, Tuesday

This course will examine research on how children learn sex roles. Students will observe child-teacher, child-parent, and child-child interactions. They will examine theoretical writing dealing with how male and female roles are learned and how sex role division functions in this society. Students will be asked to analyze how they learned appropriate sex role thinking and behavior and to look at the functional and dysfunctional aspects of this learning for them in adulthood. Children's literature will also be examined. Students will be expected to do a research project in conjunction with this course.

### HD/S300 WOMEN'S STUDIES

Louise Derman-Sparks  
& Liz Prescott

3 units

1:00 PM to 4:00 PM, Wednesday

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. This course will also examine class and racial contexts of women's socialization.

### HD/S360 RACISM AND HUMAN DEVELOPMENT\*

Louise Derman-Sparks  
& Carol Phillips

3 units

6:00 PM to 10:00 PM, Thursday

*"Not everything that is faced can be changed, but nothing can be changed until it is faced." - (James Baldwin)*

This class presents a psycho-social approach to developing the anti-racist consciousness and behavior necessary to work constructively 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



Photograph by Carolyn Koon

## COMMUNICATION:

Students are expected to develop competence in written and oral communication as a part of their programs at Pacific Oaks. This competence should include both analytical and creative written expression, speaking and listening skills, under-

standing of group processes and effective group membership. Students who have basic competence in these areas are encouraged to develop competence in photography, videotape, film, art, computer, poetry, music and movement, and other forms of self-expression and interpersonal communication.

HD/S283 is a required class for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (\*) are eligible for CEU for nurses.

## FALL CLASSES:

### HD/S283 COMMUNICATION SKILLS WORKSHOP\*

Betty Jones 1 unit

9:00 AM to 3:30 PM, Saturday  
September 10, October 8 & 29

This seminar serves an advisory function, helping students to identify and demonstrate the communication skills they already have, and to plan ways of increasing their skills. Skill areas to be examined include writing, speaking, listening, observing, discussion leadership, and using media. Students will share responsibility for self- and peer-assessment.

Bring food to share for a potluck meal.

### HD/S283 COMMUNICATION SKILLS WORKSHOP\*

Jerry Ferguson 1 unit

1:00 PM to 4:00 PM, Tuesday  
September 6 through October 4

See course description above.

### HD/S214 USES OF METAPHOR

Liz Prescott 3 units

1:00 PM to 4:00 PM, Wednesday

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.

### HD/S220 ADMINISTRATION: FIELDSTUDY\*

Stan Smith 3 units/semester

4:00 PM to 7:00 PM Monday

This course focuses upon methods of work analysis, job management, personnel communications, implementation of personnel policies and procedures, and the relation of work function to organizational structure. Students use case studies, game theory, and class simulations to design, analyze, and manage work in non-profit social service settings. They evaluate needs, plan services, and organize management structures directly related to work functions. The course introduces students to various tools utilized in job analysis; job creation, expansion, or abandonment; and teaches students to use those tools to relate work to concrete need.

Each student participates in: (1) a class project for the semester; and (2) an individual project relating theories of work to the economics of need upon which non-profit organizations are based.

### HD/S221-I THEORIES OF MARRIAGE, FAMILY & CHILD COUNSELING\*

Stan Smith 3 units

7:00 PM to 10:00 PM, Tuesday

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 toward psychotherapy will be included. This course is designed to meet partial requirement for the California State MFCC License. This is a one-year course.

Enrollment limit: 25

### HD/S224 PRACTICUM: MFCC\*

Stan Smith 3 units

4:00 PM to 7:00 PM, Tuesday

This course offers qualified experience in the practice of marriage, family and child counseling. To be taken concurrently with HD/S/W221. Students are responsible for arranging their own fieldwork with qualified supervision for at least 10 hours per week. Cases and audio tapes will be reviewed in class.

### HD/S/W245 IMAGINATION IN THE CLASSROOM

Polly McVickar 3-6 units

9:00 AM to 5:00 PM, Saturday  
both Fall & Spring semesters.

Fall Semester: September 17-December 10

Spring Semester: January 28-May 12 (No meeting 4/21)

This class is held at the instructor's home in Malibu.

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. Imaginative directions in all areas — art, poetry, language, books, music, rhythm, and science — will be explored.

Staff members include: Adelaide Fogg, professional artist; Gerry Tintor, Public School Music Teacher; Billie Gerren, Children's Center Teacher; Tom Schaefer, Public School Elementary Teacher; and invited guests.

Workshop Fee: \$100.00

### HD/S/W298 ASSESSMENT OF EXPERIENCE

Judith Meyer 3 units

7:00 PM to 10:00 PM, Thursday

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 Admission Office.) The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: consent of the instructor.

### HD/S330 PARENT/COMMUNITY WORK

Louise Derman-Sparks & Bill Sparks 3 units

7:00 PM to 10:00 PM, Monday

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, parent advocacy, leadership/facilitation styles, teaching methodology, ethical dilemmas, 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. Development of skills in working with parents of exceptional children, including learning to interpret assessments and program goals, knowledge of community resources, and counseling parents will also be emphasized.

This class meets requirements for SpEd/S261 WORKING WITH EXCEPTIONAL CHILDREN AND THEIR FAMILIES

### **ED/S243 ELEMENTARY CURRICULUM: READING INCLUDING PHONICS, SOCIAL STUDIES/MULTI-CULTURE**

Sharon Sane

3 units

4:00 PM to 7:00 PM, Wednesday

This class explores the process of learning to read and to express oneself in writing, and different approaches to teaching reading and language arts. It includes Social Studies/Multi-cultural curriculum: grades, content, methodology. The emphasis is on "tailoring curriculum to" rather than "imposing it on" children. Curriculum development is analyzed as a multi-faceted process, including implications of developmental theory, learning styles, research, socio-cultural and family influences, and non-sexist/non-racist perspectives.

### **SPRING CLASSES:**

#### **HD/S283 COMMUNICATION SKILLS WORKSHOP\***

Betty Jones & Bobbye Miller

1 unit

Section A: 9:00 AM to 3:30 PM,  
Saturday, January 28,  
February 18, and March 10.  
Bring food to share for a  
potluck meal.

Section B: 7:00 PM to 10:00 PM  
Monday, February 6,  
13, 27, March 5, and 12

See course description under Fall.

#### **HD/S220 ADMINISTRATION: FIELDSTUDY\***

Stan Smith

3 units/semester

4:00 PM to 7:00 PM, Tuesday

This course introduces students to non-profit organizational management. Students create a non-profit organization, develop policies and long-term goals, prepare budgets, and determine their sources of funding, their service populations, and the market for those services. Students will also design a program for the class-created, non-profit organization, develop funding for it, and design an evaluation process appropriate to both the created non-profit organization and the programs designed.

The course fulfills seminar requirements for Administration and Leadership students and provides all students with a practicum setting in which to work while they participate in the class. All students participate in a practicum/internship setting as part of their class involvement.

#### **HD/W221-H PRACTICE OF MFCC\***

Melva Newman

3 units

7:00 PM to 10:00 PM, Tuesday

See course description under Fall, HD/S221-I THEORIES OF MFCC

#### **HD/P/S242 MFCC PRACTICUM IN DIVERSE SETTINGS\***

Barbara Richardson & Antonia Darder

1 unit

7:00 PM to 10:00 PM, Monday

Practicum in diverse human services programs, as selected by staff and student, to build upon and enhance student's 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 the MFCC Coordinator. Students are required to have completed the following courses: HD/S200 THE LIFE CYCLE; HD/S221-I THEORIES OF MFCC; HD/S269 PERSONALITY THEORIES AND CLINICAL INTERVENTION; HD/S262 POLITICAL, SOCIAL AND ETHICAL CONTEXTS OF HUMAN DEVELOPMENT; and HD/S360 RACISM AND HUMAN DEVELOPMENT.

#### **HD/S/W257 INTEGRATING MIND AND BODY**

Judith Meyer & Pamela Gruber

3 units

7:00 PM to 10:00 PM, Tuesday

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/fulness to mind and body, and mind/fulness to living.

This class can meet the credential requirement for health.

#### **HD/S/W261 COMMUNICATION ALTERNATIVES TO WRITTEN RESEARCH**

Jerry Ferguson

3 units

7:00 PM to 10:00 PM, Thursday

This class explores film, print-making, tape, art, poetry, multimedia presentations as methods for communicating research. The research process, including statement of the problem, analysis of audience, research methodologies and communication alternatives, analysis of research, synchronization, emphasis on evaluation and synthesis, will be examined.

#### **HD/S/W281 CHILDREN, PAINTING AND CLAY**

Karen Neubert

3 units

1:00 PM to 4:00 PM, Thursday

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

#### **HD/S/W284 PROBLEMS AND PROCESS OF WRITING**

Marilyn Reynolds

3 units

7:00 PM to 10:00 PM, Thursday

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 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

#### **HD/S/W295 THESIS AS TRANSITION**

Jerry Ferguson

3 units

7:00 PM to 10:00 PM, Monday

This class is a support group for persons experiencing thesis-related stress. Class 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

#### **Ed/S/W215 AUDIO/VISUAL**

Marjorie Shore

1 unit

9:00 AM to 3:00 PM, Saturday

March 10 and 17

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 competence for teaching credential students.

#### **Ed/W244 ELEMENTARY CURRICULUM: MATH, SCIENCE, PHYSICAL EDUCATION, PSYCHO-MOTOR, HEALTH**

Susan Audap

4 units

4:30 PM to 8:30 PM, Thursday

This course focuses on providing a developmentally appropriate mathematics curriculum. We will also consider Science, P.E., and Psycho-Motor curriculum for children. Special attention will be paid to the thinking processes in which children engage as they perceive problems in these areas. Students will have the opportunity to reflect on their own thinking processes as they work in experiential situations.

### **RESEARCH:**

*Students are expected to learn how research can be conducted, to question and analyze the results of research, and to ask questions and find answers -- that is, to conduct research of their own.*

*HD/S262 RESEARCH SEMINAR is required for all students entering in Fall 1983 or thereafter.*

*Courses marked with an asterisk (\*) are eligible for CEU for nurses.*

### **FALL CLASSES:**

#### **HD/S262 RESEARCH SEMINAR**

Liz Prescott

1 unit

7:00 PM to 10:00 PM, Wednesday  
September 21 through October 19

This class concerns the logic of inquiry: defining terms, shaping a problem into the form of an answerable question, and the answering of the "so what?" when information is assembled. The class is to be taken with a focus class that requires a research paper.

#### **HD/S251 SHADOW STUDY**

Karen Fite and/or Stan Smith

2-5 units

Times to be arranged with sponsoring instructor.

For any student interested in a field experience (either with a person or group) and desiring to learn beginning application of participant-observer research tools to record such an experience. Also for students interested in administration and supervision, community organization, analysis of group or school settings.

#### **HD/S274 PSYCHOLOGICAL TESTING**

Jerry Ferguson

\*2-3 units

4:00 PM to 7:00 PM, Thursday

Considers the strategies and procedures involved in making decisions about people in a multi-cultural society. Theory of measurement and assessment, standardized testing and psychological tests will be examined. Moral and ethical issues involved in decision-making will be an important focus of this class.

\*MFCC students may take this course for 2 units to complete their units for Research competence.

### **SPRING CLASSES:**

#### **HD/S262 RESEARCH SEMINAR**

Jerry Ferguson

1 unit

7:00 PM to 10:00 PM, Wednesday  
February 8 through March 7

See course description under Fall.

#### **HD/S250 RESEARCH SEMINAR: DEVELOPING ANTI-RACIST CURRICULA FOR YOUNG CHILDREN**

Louise Derman-Sparks

3 units

4:00 PM to 7:00 PM, Tuesday

The Children's School faculty with Louise Derman-Sparks is embarking on a curriculum development project, the goal of which is to produce a curriculum guide for early childhood programs (preschool through 3rd grade) that addresses development of healthy racial/ethnic identity and non-stereotypic and anti-racist attitudes. The course is designed for college

students interested in participating in a phase of this work. Focus of the Spring 1984 semester will be on literature review and observing teacher-child and child-child interactions in yards and Burgess House. Prior course work in multicultural issues or interview with instructor necessary for admittance into class.

#### **HD/S251 SHADOW STUDY**

*Karen Fite and/or Stan Smith*

2-6 units

See course description under Fall.

#### **HD/S288 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD\***

*Nikola Trumbo & Roberta Goldberg*

3 units

9:00 AM to 12:00 noon, Tuesday

This class will examine ways in which observation can be used to enrich assessments and lead to planning interventions for young children. Instruments used to assess children's development will be reviewed and child assessment will be observed. Students will also observe a child at home and in the school or childcare setting, presenting to the class an assessment of that child's development.

Required for students specializing in the Clinical Child Development Program, but open to all students. An elective MFCC course.

This class meets requirements for SpEd/S236 ASSESSMENT, INDIVIDUALIZED INSTRUCTION AND ACCOMMODATING ENVIRONMENTS FOR EXCEPTIONAL CHILDREN AND EARLY IDENTIFICATION OF LEARNING HANDICAPPED AND SEVERELY HANDICAPPED

This class will be held at the Frostig Center:  
2495 E. Mountain  
Pasadena, CA 91104  
684-0110

### **IMPLEMENTATION:**

Students are expected to develop competence in direct work with either (or both) children and adults. This experience is expected to include direct work with people whose cultural background and life experience differ from the student's own.

Students at the Master's level are expected to engage in some form of fieldwork as a part of their M.A. program. M.A. students who have no direct work experience with children before coming to Pacific Oaks are encouraged to work directly with children while at Pacific Oaks. B.A. students are required to work directly with children as a part of their program at Pacific Oaks.

Either HD/S400 or HD/S401 is required for all students entering Pacific Oaks in Fall 1983 or thereafter.

Courses marked with an asterisk (\*) are eligible for CEU for nurses.

#### **FALL CLASSES:**

##### **HD/S400 WORKING WITH CHILDREN\***

*Betty Jones, Mio Polifroni & Louise Derman-Sparks*

4 units

4:30 PM to 8:30 PM, Tuesday

Explores the uses of interpersonal power in settings where adults and children encounter each other. These include: (1) children's use of power toward adults and toward each other, (2) adults' use of power on, for and with children, and (3) adults' use of power on, for and with each other, as they participate in staff roles in settings serving children. We will examine the implications of these interpersonal dynamics for the development of effective strategies for teaching, counseling, parenting, and social and educational change. We will also look at children's developmental needs and the varied philosophical and methodological approaches which characterize different settings.

All students will read, participate in seminar activities, and observe and/or participate in adult/child settings. Subgroups will focus on teaching in public schools, teaching in other settings, counseling, etc. Credential students earning credit for introduction to Public Schools will spend 1/2 day per week observing and participating in public schools. Other students may develop individual plans reflecting their personal and professional goals.

Please bring potluck supper.

##### **HD/S401 WORKING WITH ADULTS\***

*Jerry Ferguson & Judith Meyer*

4 units

4:30 PM to 8:30 PM, Tuesday

This course is designed to explore the Pacific Oaks model of working with adults. This model values humanistic relationships, respect for the uniqueness of the individual, consciousness of social and political contexts in a multi-cultural society, and strategies for facilitating empowerment, advocacy and responsibility.

The Pacific Oaks philosophy as it interacts with the "real world" will be examined.

#### **HD/F251 SHADOW STUDY**

*Karen Fite and/or Stan Smith*

2-6 units

Times to be arranged with sponsoring instructor.

For any student interested in a field experience (either with a person or group) and desiring to learn beginning application of participant-observer research tools to record such an experience. Also for students interested in administration and supervision, community organization, and/or analysis of group or school settings.

#### **SPRING CLASSES:**

##### **HD/S401 WORKING WITH ADULTS\***

*Judith Meyer & Barbara Richardson*

4 units

4:30 PM to 8:30 PM, Wednesday

See course description under Fall.

### **CHILDREN'S PROGRAMS**

Children's Programs at Pacific Oaks provide an opportunity for students to work intensely with children and to create meaningful educational activities and events. Participating in a professional team and developing an awareness of parents' roles in schools are integral to the practicum. The practicum offers hands-on teaching experience, the pragmatic meshing of theories into practice and a remarkable opportunity to experience a child's thinking and feeling.



**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 who want to gain knowledge about curriculum planning and observation of children at a specific age level may regularly observe a children's group and attend its 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 arrangements with the Children's School faculty members for individualized practice.

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



Photograph by Camille Kozz

**Practica:** All Practica and Directed Teaching are offered both semesters.

**Fall Orientation:** for all practicum students is Tuesday, September 6, 8:00 AM to 1:00 PM, and Wednesday, September 7, 8:00 AM to 1:00 PM.

**Spring Orientation:** for all practicum students is Monday, January 23, 9:00 AM to 3:00 PM.

## HD/P/S402 DAY CARE\*

Janie Rosenberg

3-6 units

Hours by arrangement.

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

The complexities of the 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 through 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.  
Orientation: see times listed

## HD/P/S403 INFANT/TODDLER/PARENT CENTER\*

Renatta Cooper

2-6 units

Practicum: 9:00 AM to 1:00 PM, 2 or 4 days/week, includes daily staff meeting  
2-4 units

HD/S403 Seminar: Infant/Toddler

4:00-7:00 PM, Monday

1 unit (2 units by arrangement with instructor)

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 for people focusing on this stage of development to discuss and exchange ideas and form a mutual support system.

Orientation: see times listed

## HD/P/S404 2 YEAR YARD\*

Maria Gutierrez

3-6 units

Practicum: 8:30 AM to 1:00 PM, 3-5 days/week, includes daily staff meeting  
3-5 units

HD/S404 Seminar: 2 Year Yard

4:00 PM - 7:00 PM, Monday

1 unit (2 units by arrangement with instructor)

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, environment-

al analysis, writing of developmental summaries, self and peer assessment techniques and general communication skills through journal writing, staff meetings and seminars.

Orientation: see times listed

#### **HD/P/S405 PRESCHOOL: 3-5 YEARS\***

*Mae Varon and Cory Gann* 3-5 units

*Practicum: 8:30 AM to 1:00 PM, 3-5 days/week, includes daily staff meeting*  
3-5 units

*HD/S405 Seminar: Preschool*  
4:00 PM - 7:00 PM, Monday  
1 unit (2 units by arrangement with instructor)

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 such activities as journal writing, observing and discussing children's behavior, and 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.

Orientation: see times listed

#### **HD/P/S407 KINDERGARTEN\***

*Molly Scudder* 3-6 units

*Practicum: 8:30 AM to 1:00 PM, 3-5 days/week, includes daily staff meeting*  
3-5 units

*HD S407 Seminar: Kindergarten*  
4:00 PM - 7:00 PM, Monday  
1 unit (2 units by arrangement with instructor)

The cornerstones of the kindergarten practicum are diversity and real-life experiences. Traditional reading and math curriculum are handled in child-centered, individualized ways. An organic language arts reading program is combined with phonic tasks and games to provide a model for practicum students. Students in the practicum grapple with the meaning and dynamics of non-sexist, non-racist, multi-cultural education. There are many opportunities to evaluate children's growth and to generate a developmental picture of each child.

Orientation: see times listed

#### **HD/S408 OBSERVATION/REFLECTION\***

*Staff* 2 units

This course requires weekly observation in infant/toddler, 2 year, 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\***

*Nancy Place & Betty Massoni* 6 units

*Practicum: 2 full days plus two short days:*  
8:30 AM to 3:00 PM, and 8:30 AM to 1:00 PM  
and/or 11:00 AM to 3:00 PM.

*HD S409 Seminar: Open Classroom: Primary 3:30 PM to 6:00 PM, Monday and 2:00 PM to 4:00 PM, Wednesday*  
2 units

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development. Child observation, the writing of developmental summaries, multi-cultural education, mainstreaming, work with parents, and environmental education are major components of the practicum. Other components are 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.

Orientation: see times listed

#### **HD/P/S411 ADOLESCENTS\***

*Winnie Dorn* 3 units

*Practicum: 8:00 AM to 1:00 PM,*  
2-5 days/week, includes daily staff meeting  
3-4 units

*Seminar: Adolescents*  
4:00 PM to 7:00 PM, Monday  
1 unit (optional)

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.

#### **HD/P/S412 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 a parent program 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.*

## CREDENTIAL PROGRAMS — DIRECTED TEACHING:

Ed/D252 KINDERGARTEN

Ed/D253 PRIMARY

Ed/D254 UPPER ELEMENTARY

Fall: Mio Politrone & Nancy Place

Spring: Mio Politrone

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 INTRODUCTION TO PUBLIC SCHOOLS, and previous or concurrent enrollment in Ed/S243 ELEMENTARY CURRICULUM: READING, INCLUDING PHONICS, SOCIAL STUDIES/MULTI-CULTURE, or Ed/W244 ELEMENTARY CURRICULUM: MATH, P.E., PSYCHO-MOTOR, HEALTH, SCIENCE.

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

SpEd/D257 LEARNING HANDICAPPED

SpEd/D258 SEVERELY HANDICAPPED

Staff

4 units each

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

Teaching in special classrooms 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 motivational 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 TEACHING THE LEARNING/SEVERELY HANDICAPPED: COGNITIVE AND PSYCHO-MOTOR REALMS. Previous teaching experience with normal children required.

Site arrangement to be determined by advisor prior to registration.

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

## CLINICAL CHILD DEVELOPMENT PROGRAM — PRACTICUM

HD/P/S280 CLINICAL PRACTICUM\*

Cheerful Helpers Preschool

\*\*15 units

**Practicum:** 8:30 to 12:30 PM, 2-4 days week, or 12:30 to 4:30 PM, 2-4 days week

**Seminar:** to be arranged

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

The Child Development Specialist 11-month internship at Thalians Community Mental Health Center includes: nursery school practicum with developmentally-at-risk young chil-



Photograph by Carolyn Kozak

dren (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 psychoeducational approach is utilized.

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

\*\*May be applied toward Pacific Oaks M.A. degree — for further information about the Clinical Child Development Program Specialization, see M.A. specializations.

## HD/P/S280A CLINICAL PRACTICUM — OTHER SETTINGS\*

By special arrangement with Nikola Trumbo, students may be placed for part of the year in settings other than Cheerful Helpers Preschool.

## ADDITIONAL COURSES:

### SPECIAL EDUCATION CREDENTIAL COURSES:

The following courses are being offered for those students who are in the process of completing their Special Education Credential. These courses are designed to meet the requirements for the Ryan Special Education Credentials for the Learning and Severely Handicapped.

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

*Courses marked with an asterisk (\*) are eligible for CEU for nurses.*

### FALL CLASSES:

SpEd/S243-II TEACHING AND PROGRAM PLANNING FOR THE LEARNING HANDICAPPED: PSYCHO-MOTOR REALM\*

SpEd/S244-II TEACHING AND PROGRAM PLANNING FOR THE SEVERELY HANDICAPPED: PSYCHO-MOTOR REALM\*

Staff

3 units each

4:00 PM to 7:00 PM, Monday

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

#### **SpEd/S252 PUBLIC SCHOOL LAW, ETHICS AND ADMINISTRATION\***

Staff

2 units

4:00 PM to 7:00 PM, Tuesday

Understanding Federal Law 94-142, State Law Title 6 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

#### **SpEd/S260 INTRODUCTION TO THE EXCEPTIONAL CHILD\***

Bea Gold and Staff

3 units

4:00 PM to 7:00 PM, Wednesday

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 measures.

#### **SpEd/S261 WORKING WITH EXCEPTIONAL CHILDREN AND THEIR FAMILIES\***

2 units

7:00 PM to 10:00 PM, Monday

To meet this requirement, students should enroll in HD/S330 PARENT/COMMUNITY WORK. Course description is on page 27.

#### **SPRING CLASSES:**

#### **SpEd/S236 ASSESSMENT, INDIVIDUALIZED INSTRUCTION AND ACCOMMODATING ENVIRONMENTS FOR EXCEPTIONAL CHILDREN AND EARLY IDENTIFICATION OF LEARNING HANDICAPPED AND SEVERELY HANDICAPPED\***

3 units

9:00 AM to 12:00 noon, Tuesday

To meet this requirement, students should enroll in HD/S288 Assessment of the Young Child. Course description is on page 30.

#### **SpEd/S243-I TEACHING AND PROGRAM PLANNING FOR THE LEARNING HANDICAPPED: COGNITIVE REALM\***

#### **SpEd/S244-I TEACHING AND PROGRAM PLANNING FOR THE SEVERELY HANDICAPPED: COGNITIVE REALM\***

Staff

3 units each

4:00 PM to 7:00 PM, Monday

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

Enrollment limit: 25

#### **INDEPENDENT STUDIES: These courses are offered both semesters:**

#### **HD292 INDEPENDENT STUDY**

Staff

1-3 units

Hours to be arranged with faculty advisor.

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until Friday, December 9, for Fall semester, and Friday, May 11, for Spring semester. An Independent Study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

#### **Ed292 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



Photograph by Heather McFarlane

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

## MASTER'S PROJECT:

### HD299 MASTER'S PROJECT

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place until Friday, December 9, for Fall semester, and Friday, May 11, for Spring semester. An approved advancement to candidacy form must be presented at the time of registration.

## PACIFIC OAKS INTENSIVES

*Pacific Oaks Intensives are concentrated courses that offer professionals in education and other human services an opportunity 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. degrees and B.A. degrees at Pacific Oaks, as well as in-service requirements or transfer credit to other programs.*

*Intensives are offered during one- or two-week periods in January, June and August, and on weekends during the school year. During the 1983-84 academic year they will be available in Oakland, as well as Pasadena.*

*Intensives marked with an asterisk (\*) are eligible for CEU for nurses.*

## IN OAKLAND:

### FALL:

#### HD/S410 DEVELOPMENTAL EDUCATION\*

Betty Jones, Janet Gonzales-Mene  
& Helene Shapiro

3 units

9:00 AM to 4:00 PM, Saturday, September 24

9:00 AM to 2:00 PM, Sunday, September 25

5:00 PM to 10:00 PM, Saturday, October 22, November 19,  
and December 10

9:00 AM to 4:00 PM, Saturday, January 14

9:00 AM to 2:00 PM, Sunday, January 15

Examines (1) the traditions which underlie a developmental, experiential, open-structured approach to education; (2) one's own values and the values reflected in school programs and practices; (3) the role of education as a tool of oppression and liberation for different groups in society; and (4) personal and political strategies for educational change

### SPRING:

#### HD/S/W420 THE ART OF OBSERVATION

Liz Prescott, Ruth Pearce,  
Adele Hanson, and Helene Shapiro

3 units

9:00 PM to 4:00 PM, Saturday, February 11

9:00 AM to 2:00 PM, Sunday, February 12

5:00 PM to 10:00 PM, Saturday,

March 10, April 7 and May 6

9:00 AM to 4:00 PM, Saturday, June 2

9:00 AM to 2:00 PM, Sunday, June 3

When you observe a child:

What do you see?

What do you look for and why?

How do you interpret what you are seeing?

How do you translate what you have observed into goals for intervention?

This intensive provides an opportunity to observe children and to reflect on what has been seen in the company of experienced observers. Frameworks for observation will be shared and evaluated. Feedback will be provided on your own observational skills.

## PASADENA: AT PACIFIC OAKS COLLEGE

### JANUARY INTENSIVES:

These intensive seminars meet 8 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/S287 THE DSM-III: DISORDERS, PATHOLOGIES, AND LIFE THEME DISTURBANCES\*

Stan Smith

6 units

8:00 AM to 4:00 PM, daily

January 9-20

This course satisfies the MFCC Candidacy Requirements for either HD/S221 and HD/W221 THEORIES AND PRACTICES OF MFCC or HD/S267 PSYCHOPATHOLOGY. It examines the differences between disorders, pathologies, and life theme disturbances through a developmental reading of the DSM-III and the DSM-III Casebook. Students analyze the historical development of pathology, clinical psychotherapy, and their relationship to human development (theory itself, they will also analyze the specific cataloguing of "mental illnesses," psychosocial disorders, and life theme disturbances into a Diagnostic and Statistical Manual.

Students will be required to demonstrate competency in application of theory to practice through class participation, reading assignments, written assessments based on the DSM-III, and a final written project differentiating disorders, pathologies, life theme disturbances, and the therapy appropriate to each.

The course will explore a physical and developmental philosophy of therapy as an alternative to the pathological bias that now exists in the field. Students will become thoroughly familiar with both orientations through this study of the DSM-III and the DSM-III Casebook. Classes will be video-taped.

This intensive meets Life Cycle competence.

#### HD/P/S402 DAY CARE\*

Janie Rosenberg

3 units

6 hours daily

January 2-27

The complexities of the day care program are addressed by the staff at Burgess House in this intensive. The practicum provides practical day care experience with children ages 2



to 5. Students can develop a thorough and realistic understanding of young children through 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.

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

Consent of instructor necessary for registration.

Orientation: Monday, January 2, at 10:00 AM.

This Intensive meets Implementation competence.

#### **HD/S421 PROFESSIONAL DEVELOPMENT: STRATEGIES FOR BEING AN EFFECTIVE LEADER, TEAM MEMBER, SUPERVISOR OR PERSON**

*Judith Segal and Bob Nagge*

**3-6 units**

*Module I: 8:00 AM to 4:00 PM, daily  
January 9-13*

*Module II: 8:00 AM to 4:00 PM, daily  
January 16-20*

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?

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.

Module I can be taken alone for 3 units, but it is recommended that both modules be taken to maximize the individual's ability to use the new skills and information as quickly and as easily as possible.

Module I includes: team-building, models of group development, learning styles, leadership styles, problem-solving, and communication patterns.

Module II provides 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 troubleshooting.

Module I and Module II will include a variety of training techniques: role-playing, group discussion, lecturettes, case studies, and written surveys. Along with analysis of our experience together, these experiences 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.

**This Intensive is open to auditors on a space available basis ONLY. Please bring a sack lunch.**

This Intensive meets Communication competence.

#### **HD/S428 THE BLACK FAMILY\***

*Carol Phillips*

**3 units**

*8:00 AM to 4:00 PM, daily  
January 9-13*

An exploration of the history and traditional values of Afro-Americans as they are expressed through contemporary family lifestyles and child-rearing practices.

Class will focus on recent social science literature about Black family life — African value orientation, relations, and political contexts. First-hand observations will be included as part of the experience.

This Intensive meets Context competence.



*Photograph by Carolyn Kozes*

#### **HD/S431 PLANNING ENVIRONMENTS FOR CHILDREN AND ADULTS**

*Betty Jones and Bobbie Miller*

**6 units**

*8:00 AM to 4:00 PM, daily  
January 9-20*

Analyzes the design and use of physical space in schools, day care centers, homes, parks, and playgrounds. This class will integrate principles from early childhood education and landscape architecture to gain perspective on children's and adults' experience of place. We will examine the practical application of environmental dimensions to accomplish program goals: changing space rather than changing people. Observation in Pacific Oaks Children's School, discussion, reading, and hands-on learning activities.

This Intensive meets Life Cycle competence.

## 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, that is learning by doing, is at the heart of Pacific Oaks curriculum for adults, as it is for children. We believe that both theory and practice are 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 research (data collection and analysis), planning and implementing on-site conferences in your area of 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 CCD, MFCC and ABLE programs.

### CLINICAL CHILD DEVELOPMENT PROGRAM

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

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

Curriculum includes work in the following areas: Child Development Theory — Infancy through Latency; Family Dynamics; Piagetian Theory; Play; Assessment; The Exceptional Child;

Clinical Practicum, Development and Culture; Adult Development; and Research.

#### Special Application Procedure— for further information contact:

Nikola Trumbo, advisor  
Cheerful Helpers Preschool  
Center  
8730 Alden Drive E109  
Los Angeles, CA 90048  
(213) 855-4562



Photograph by Michael Kataman

### 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 team teaching meetings.

The specialization in Day Care can be individualized to meet the specific needs and career goals of each student.

Advisors:  
Jamie Rosenberg  
Sharon Stine

## DEVELOPMENTAL EDUCATION

This specialization in Developmental Education, open to both B.A. and M.A. students, is designed to develop competence in teaching or administration in a wide variety of settings and 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 broad experience and in our values, which reflect 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 develop 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 Community College teaching credential; Adult Education credential.

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. We will retain our developmental perspective as we explore the designing of services for the aged that are consistent with the developmental tasks of the last stage of life (described by Erik Erikson as *ego identity vs. despair*).

Course requirements are the gerontology seminar for 2 semesters (or approved alternative course), required fieldwork experiences as designed by the student and advisor, and other related courses.

Advisor: Carrol 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/Parent

program and approved coursework, such as Authentic Infant - Competent Child; Preventive Intervention for Infants and the Very Young; and Parent/Community courses.

Advisors:

Sharon Stine  
Renatta Cooper

## LEADERSHIP IN EDUCATION

This specialization is designed for those interested in working in a leadership position with adults. Such positions might include college teaching, adult education, parent group work, program administration, program development, and advocacy of public policies benefiting children, families, women, ethnic minorities, and human rights in general. 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:

Working with Adults

Administration: Fieldstudy (2 semesters); or, 1/semester of Administration: Fieldstudy and 1/semester of HD/S244 Administration Seminar, Shadow Study; Fieldwork, as arranged with advisor.

Advisors:

Karen Fite  
Stan Smith

### College Teaching

Required courses for the College Teaching specialization:

Working with Adults

Practical training/fieldwork as arranged with advisor  
Other coursework in area of desired teaching

Advisor:

Betty Jones

## MARRIAGE, FAMILY AND CHILD COUNSELING

We do not give a degree in Marriage, Family and Child Counseling. We do offer, however, courses that satisfy an equivalency degree in MFCC.

Requirements include: our Master's in Human Development, with competencies 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: The Life Cycle; Human Sexuality; Personality Theories 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; Psychological Testing; and MFCC Practicum.

Advisor:

Barbara Richardson

## MULTICULTURAL STUDIES

This specialization is designed for students who want to 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.

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.

Advisors:

Louise Derman-Sparks  
Carol Phillips

## PARENT/COMMUNITY WORK

The Parent/Community Work Program is designed for students who wish to offer parent education programs and/or facilitate parent involvement in schools and child care settings. Our emphasis will be 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 constrain families and parents, and what can be done about them? What is the role of the "new professional"? 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?

Most students focus half their course work on parents, either in the field or through classes. The rest of the courses are chosen from the general Human Development courses.

Advisor:

Judith Meyer

## WOMEN'S STUDIES

This specialization is designed for those who wish to teach women's studies or to work with women in any one of various settings.

This specialization is also for 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 include two semesters of 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.

Advisor:

Karen Fite



Photograph by Heather McFarlane

## PACIFIC OAKS FACULTY

### 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.

### RENATTA COOPER

M.A. (pending thesis) Pacific Oaks College, Human Development. B.S. Towson State University, Early Childhood Education.

### LOUISE DERMAN-SPARKS

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

### JERRY FERGUSON

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. Member, California Bar Association. 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. 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.

### BETTY MASSONI

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

### 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, Early Childhood. 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.

### MIO POLIFRONI

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



**LIZ PRESCOTT**

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

**BUNNY RABIROFF**

M.A. Pacific Oaks College, Human Development.

**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.

**MOLLY SCUDDER**

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

**MARJORIE SHORE**

M.L.S. U.C.L.A. Library Science. B.A. University of California at Los Angeles, English. School Library Credential. Kindergarten through Junior College.

**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/Schulwerk Music/Movement Specialist

**MAE VARON**

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

**VISITING FACULTY****SUSAN AUDAP**

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. MFCC student, California Family Studies Center.

**ANTONIA 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. Licensed M.F.C. Counselor.

**WINNIE DORN**

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

**MAGDA GERBER**

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

**BEA GOLD**

M.A. California State University Los Angeles, Special Education. B.A. California State University at Los Angeles, Psychology. Kindergarten, Primary, Elementary, Secondary, Early Childhood, Supervision/Administration, Orthopedically Handicapped, Mentally Retarded, and Community College (Nursery School) Teaching Credentials.

**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.

**JANET GONZALES-MENA**

M.A. Pacific Oaks College, Human Development. B.A. University of California, Davis, English.

**PAMELA GRUBER**

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

**ADELE HANSON**

M.A. Pacific Oaks College, Human Development. B.A. University of California, Berkeley, Psychology.

**BOBBYE MILLER**

M.A., Pacific Oaks College, Human Development. B.A. Arkansas State Teachers College, English. B.L.A. University of Washington, Landscape Architecture.

**ROBERT NAGGE**

Organizational Development/Staff Development Trainer, Michener Center, Alberta, Canada.

**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.

**RUTH 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.

**HELENE SHAPIRO**

M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. University of California, Berkeley, Social Science.

**NIKOLA TRUMBO**

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

**FACULTY MEMBERS EMERITAE****POLLY McVICKAR**

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

**MARIANNE WOLMAN**

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

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## PACIFIC OAKS

5 Westmoreland Place  
Pasadena, California 91103  
(213) 798-9161

## APPLICATION FOR ADMISSION

Please send completed application to the Director of Admissions

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

Anticipated date of entrance:

..... Fall ..... Spring ..... Summer 19.....

Name ..... Phone .....  
Last First Middle Maiden

Mailing Address .....  
Number Street City State Zip

Permanent Address .....  
Number Street City State Zip

Name and Address of spouse, parents or nearest relative .....

Birthdate ..... Sex ..... Social Security # .....

Place of Birth ..... Citizenship .....

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

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

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

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

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

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

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

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

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

..... Other (please explain) .....

### For office use only:

..... Fee ..... Transcripts ..... T.B. Test ..... TOEFL ..... Additional .....

..... Autobiography ..... References ..... Experience Summary ..... Interview .....



## EDUCATION

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

| Name | Location | Months/Years Attended<br>From | To | Major | Degree Received or<br>Pending and Year |
|------|----------|-------------------------------|----|-------|----------------------------------------|
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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 |
|------|----------|------------------|---------------------------|
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5. TUBERCULOSIS TEST. The test or X-ray is acceptable, and must be on file before registering for first class.
6. WORK AND VOLUNTEER EXPERIENCE SUMMARY. Please submit on a separate sheet of paper, using the following format:

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

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

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

## FINANCIAL AID

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

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

Applicant Signature

Date

