PACIFIC OAKS

BULLETIN 1984-85

PACIFIC OAKS COLLEGE
5 WESTMORELAND PLACE
PASADENA, CALIFORNIA 91103

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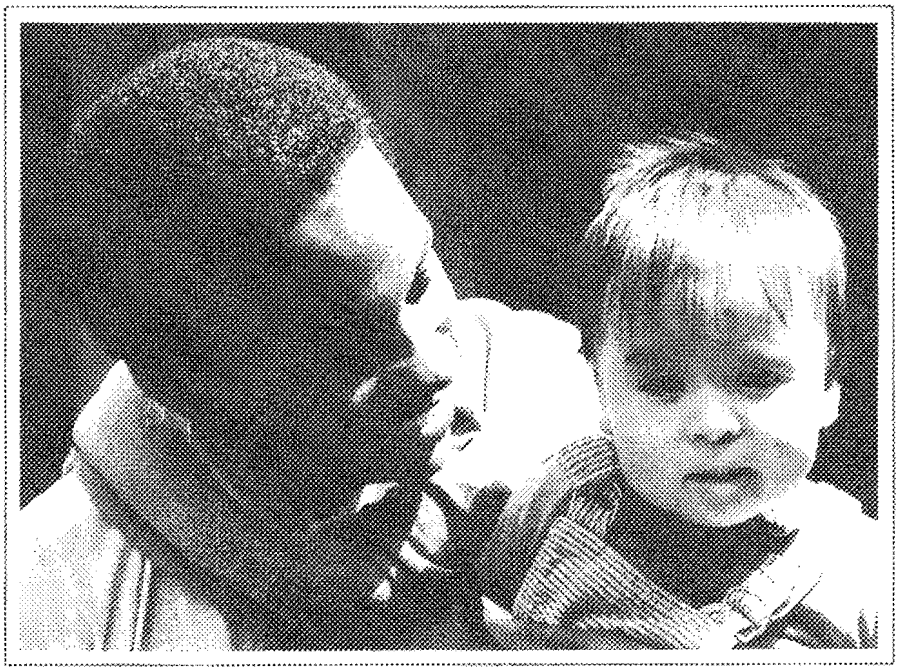
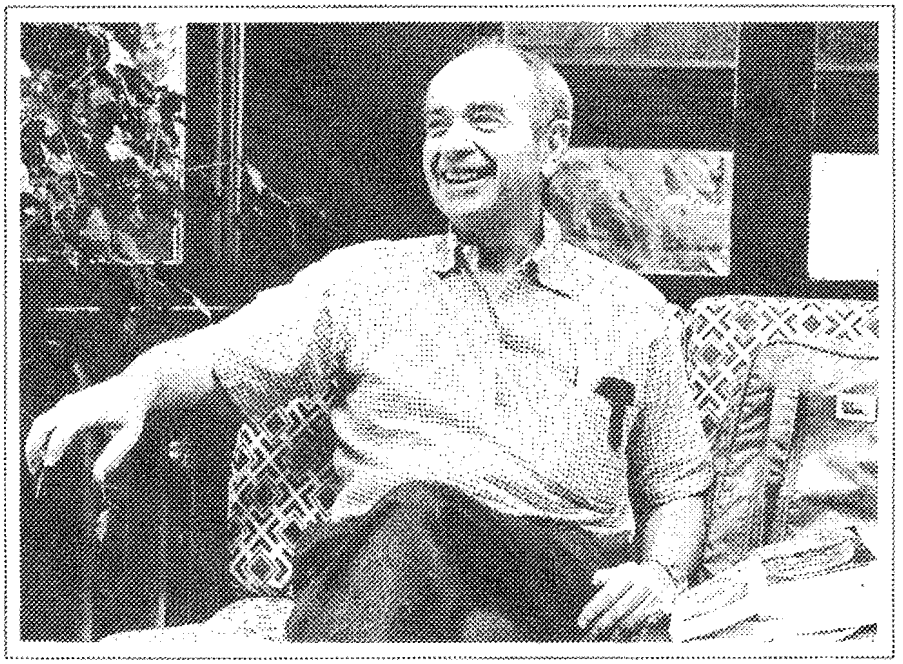
Address Correction Requested

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.

Cover photos by Mark Gerdes

PACIFIC OAKS COLLEGE AND CHILDREN'S SCHOOL BULLETIN FALL 1984 and SPRING 1985





DEAN'S MESSAGE

One Owl

I have recently taken to bird-watching. Not energetic, hiking bird-watching, but devoted, sedentary bird-watching and feeding. In my childhood I noticed that the sophisticated, the urbane, and often the men, spoke of bird-watchers with humorous contempt, and spoke as if all bird-watchers were little old ladies with nothing better to do. I also noticed that most of the bird-watchers I knew were indeed old (to me) women, mostly big rather than little, and that they seemed to me to be strong, caring people with a lot else to do. In other words, I admired those bird-watchers, even though I sensed that bird-watchers were not universally respected.

Those bird-watching women I knew took care of people, cooked, ran businesses, taught school, and talked to me as if I was a person. They knew a rufous-sided towhee from a black-headed grosbeak, and found the differences, and the visits, of each important. There was joy, focused attention, acceptance and respect to their bird-watching. Those feelings spilled over on to me when I was with them and I was eager to please them, to fill bird feeders, to wash dishes, to sit still. I wanted to grow up to be like them, but I wasn't sure it was okay to want to grow up to be a bird-watcher.

In my solitary childhood wanderings I met some birds myself. There were robins — sometimes I would come upon a robin tugging a worm out of the ground, sometimes I would find desecrated robins' nests on the ground and fragments of robin's egg blue. There were Baltimore orioles, black and orange — once I saw that brown duffle bag nest filled with little heads. There were the blue jays who dive-bombed Jingles, the neighbor's cat, and took pieces of his fur off to soften their nests. And there were the cardinals, red against the snow. When I met a bird, my heart would stop a moment, I would stand very still, my eyes making me one with the bird, and I felt joy.

It wasn't until the other day that I started figuring out why it is so important to be a bird-watcher — why we must be willing to say, "I'm a bird-watcher, and proud of it!" I've been watching the owls who live in the cliff across the flood control channel a few years now. They come back every spring and make nests in old trees and in the cliffside. I've learned that there are great horned owls and screech owls, two different families in my cliff. I get that awed, heart-stopping, joyful feeling every time an owl looks at me and spreads its wings. There is such strength and truth in owls.

Well, the other day I was talking to a neighbor who casually mentioned that there was a dead owl in the flood control channel. I walked out to look at the strength and truth dead in the ditch and it looked to me as if that owl had been killed by people, not by an animal. I was enraged that any human could be so out of touch with that natural strength and truth that he could kill an owl; I was enraged by my neighbor's casual tone. And I was very worried about the owl's nest. What was happening to the eggs or baby owls?

If you watch birds you feel — you feel awe and joy and respect. If you watch birds you understand how things hang together — you know that two owls work together to take care of a nest and that baby owls need their parents. If you keep watching you know that one owl matters. You know that people who don't know that one owl matters need mandatory bird-watching classes before it's too late.

Karen M. Litz

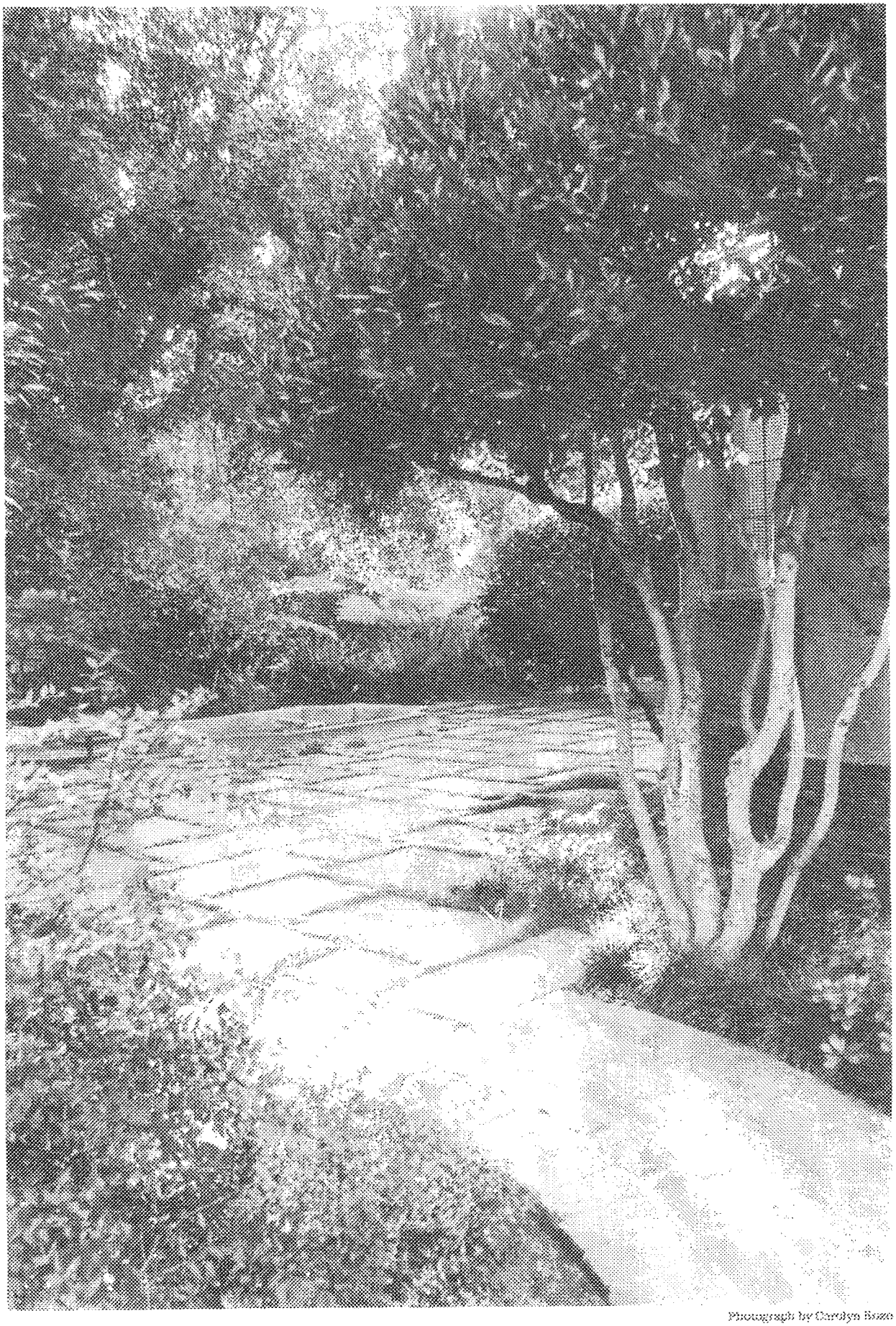
TABLE OF CONTENTS

Dean's Message . . . 2
About Pacific Oaks . . . 6
The College . . . 6
Curriculum . . . 6
Programs . . . 7
- B.A. in Human Development . . . 7
- B.A. ABLE Program . . . 8
- M.A. in Human Development . . . 8
- M.A. ABLE Program . . . 8
- MFCC Program . . . 8
- Clinical Child Development . . . 8
- Postgraduate Certificate Program . . . 9
- Credential Programs . . . 9
- Continuing Education Units for Nurses . . . 9

Cooperative/Exchange Programs . . . 9
- The Little School of Seattle . . . 9
- High/Scope Cooperative Program . . . 9
- The Fielding Institute . . . 9
- Kyushu Otani Junior College . . . 9

General Information . . . 10
- Special Students . . . 10
- Admissions . . . 10
- Residence . . . 10
- Financial Aid . . . 10
- The Andrew Norman Library . . . 11
- The Bookstore . . . 11
- Pacific Oaks Publications . . . 11
- Preregistration . . . 11
- Advising . . . 12
- Registration . . . 12
- Late Registration . . . 12
- Reduced Rate Tuition . . . 12
- Practicum Placements . . . 13
- Incompletes and Registration . . . 13
- T.B. Test Requirements . . . 13
- Program Changes . . . 13
- Fees . . . 13
- Tuition . . . 14
- Maintaining Admission . . . 14
- Evaluations . . . 14
- Incompletes . . . 14
- Transcript Fee . . . 14
- Tuition Refund Schedule . . . 14
- Course Numbering System . . . 14

Children's Programs . . . 16
Infant-Toddler-Parent . . . 16
Two-Year Olds . . . 16
Preschool . . . 17
Kindergarten . . . 17
Primary . . . 17
Burgess Day Care Center . . . 17
Surround Care . . . 17
Admissions . . . 17
Fall 1984 Calendar . . . 18
Spring 1985 Calendar . . . 19
Course Offerings . . . 20
The Life Cycle . . . 21
Fall . . . 21
Spring . . . 22
Social and Political Contexts of Human Development . . . 24
Fall . . . 24
Spring . . . 25
Communication . . . 25
Fall . . . 26
Spring . . . 27
Research . . . 28
Fall . . . 28
Spring . . . 29
Implementation . . . 29
Fall . . . 29
Spring . . . 29
Children's Programs . . . 30
Practica . . . 30
Directed Teaching . . . 32
Clinical Practicum . . . 32
Additional Courses . . . 33
Special Education Credential . . . 33
Independent Studies . . . 33
Master's Projects . . . 33
Pacific Oaks Intensives . . . 34
In Pasadena . . . 34
In Oakland . . . 38
In Portland . . . 39
In San Diego . . . 39
Master's Programs and Specializations . . . 40
Pacific Oaks Faculty . . . 43
Visiting Faculty . . . 44
Index of Courses by Number . . . 47
Intensive Application Form . . . 49
Pacific Oaks Admissions Application Form . . . 51



Photograph by Carolyn Boice

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 an educational setting that offers them many choices.

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 program at 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 24 regular and 17 visiting faculty. The academic year includes two semesters, Fall and Spring, and a six-week summer session. One- and two-week Intensive sessions are also offered in January, May, 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 Practica). 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. We recommend, however, that students *do not* take both Life Cycle and Social and Political Contexts in the same semester. We also suggest that students take the Research class in conjunction with a course that requires an in-depth research paper.)

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. 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 practica 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:

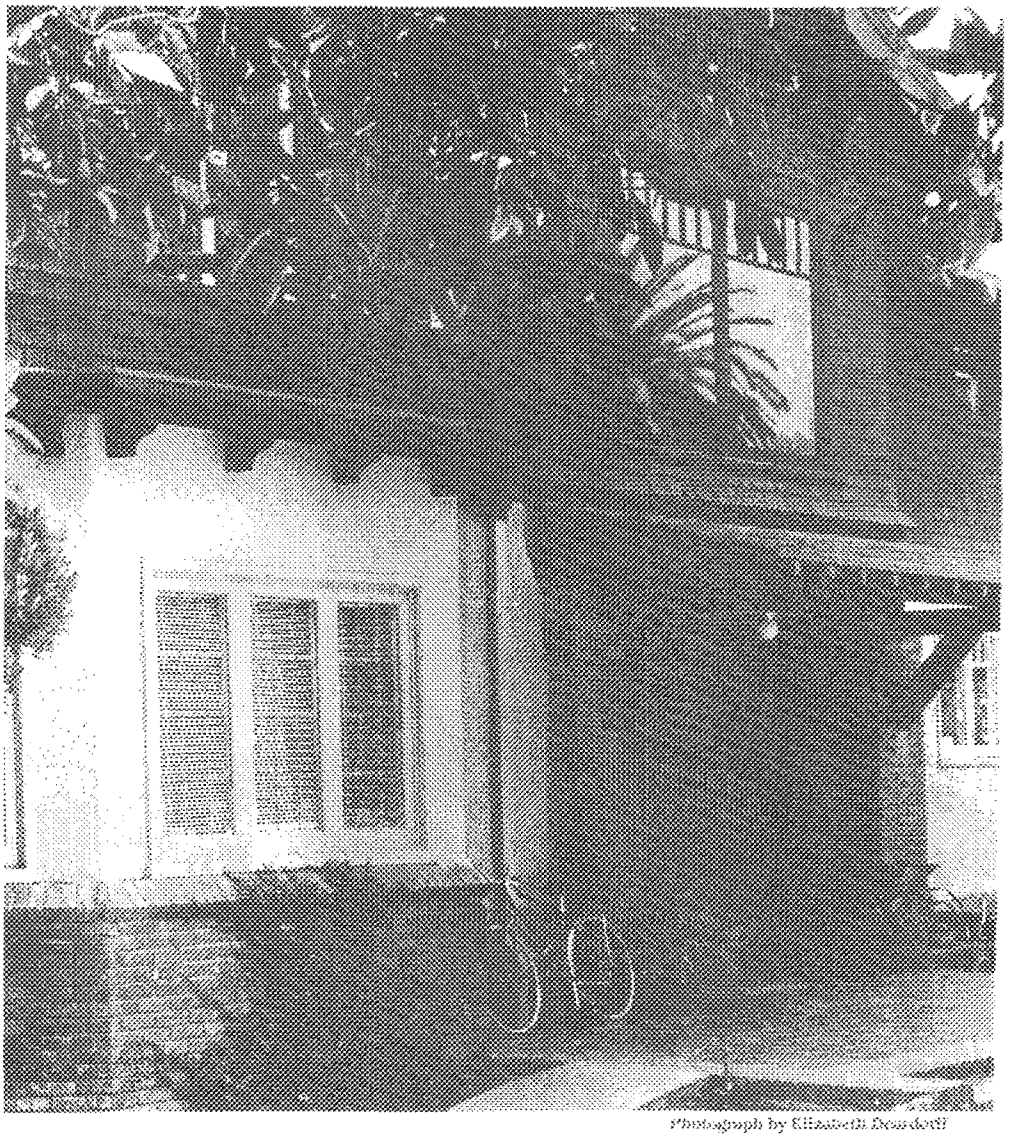
minimum of 9 semester units.

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 $20 (applicable toward the $30 admissions application fee). Official transcripts should be sent from all colleges attended to the Registrar at Pacific Oaks.



Photograph by Elizabeth Bowdoin

Photograph by Michael Katzman

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, have completed at least one full year (30 units) of college credit, and are over 30 years of age. 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 $100. 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/non-sexist 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 40 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 5-7 years of leadership/professional-level work in a human services position; have completed 60 or more lower division units; and be over 35 years of age. They must have 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.

CLINICAL CHILD DEVELOPMENT

This program may be taken alone as an M.A. specialization (approximately 52 units) or in conjunction with the MFCC (approximately 65 units for the combined programs). Experience working with children is a prerequisite to admission for this program. Three semesters (or two semesters and one summer) of clinical practicum/seminar are required. In addition, demonstrated competence or course work in the following areas is required: assessment, child development theory and application, multi-cultural environments and theories, family dynamics, Piaget, play, the exceptional child. This program meets the competence requirements for Child Development Specialists as defined by the Association of Child Development Specialists.

POSTGRADUATE CERTIFICATE PROGRAM:

For Advanced Study in Human Development or Advanced Study in Early Childhood Education

This program is open to human services professionals who already hold a master's degree and wish to participate in the Pacific Oaks learning process. The certificate will be awarded after an assessment of the candidate's background in the 6 areas of competence required by Pacific Oaks (Life Cycle, Social and Political Contexts of Human Development, Communication, Research and Implementation), development of an individual plan to meet these areas of competence requirements and to meet the candidate's own individual program of study, and completion of 15 units of coursework. Assessment of competence and program planning will be conducted by Betty Jones, program adviser. These units may be taken at reduced-rate tuition, in Pasadena, Oakland, Portland, Seattle, and/or San Diego.

For further information contact Betty Jones, program advisor.

CREDENTIALS

Pacific Oaks offers:

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

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

3. **The Early Childhood Specialist Instruction Credential** qualifies teachers and supervisors in early childhood programs in the public schools. A basic teaching credential and two years of teaching experience are prerequisites.

4. 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 40 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.

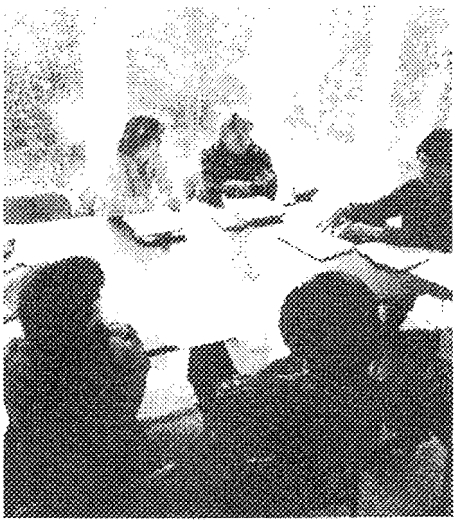
THE FIELDING INSTITUTE

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
2112 Santa Barbara Ave.
Santa Barbara, California
93105

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.



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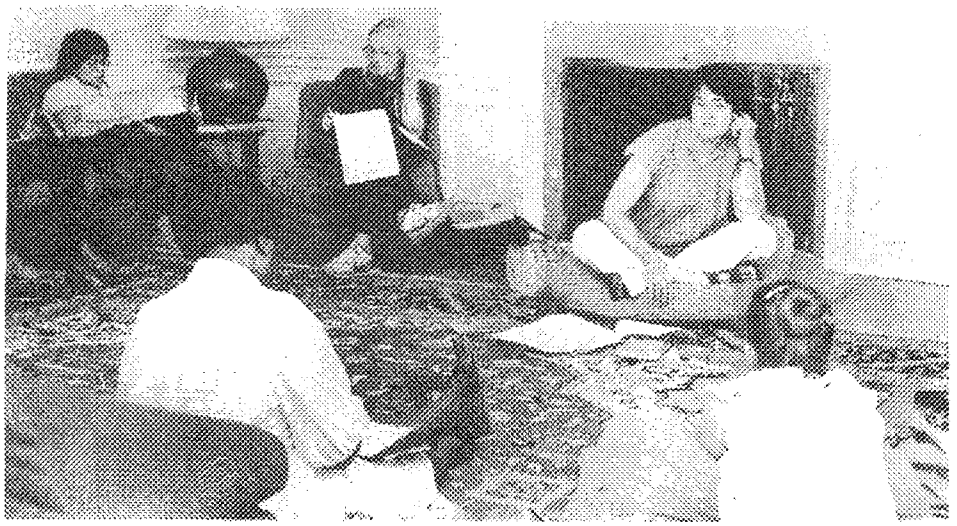


Photograph by Carolyn Kozo

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 $30 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.

To apply, you must submit an application form, $30 non-refundable fee for each program to which you apply, and other documents as outlined on the application form. 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. 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 sources for funds to meet educational costs. Financial aid is available to fill the gap between potential resources (parent's contribution, student's and spouse's income, savings, etc.) and expenses. The amount of financial aid is determined by careful evaluation of a student's total financial strength, including income, size of family, allowable expenses and assets.

Pacific Oaks participates in all applicable federal Financial Aid programs, as well as awarding limited amounts of privately donated funds. Students are eligible for federal funds at Pacific Oaks College if they: 1) are citizens or permanent residents of the United States; 2) are accepted to or in good academic standing in a degree or credential program; 3) demonstrate financial need; and 4) are part-time students defined as 6 units per semester for undergraduate students and 4 units per semester for graduate students, and 5) are making satisfactory progress according to the following outlined policy. There may be additional requirements depending upon the specific program.

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. In addition, foreign students may apply for Teaching Fellowships.

Satisfactory Progress Policy: All applicants for financial aid must meet, in addition to other requirements for financial aid, the following "Satisfactory Progress" requirements.

Definition of Satisfactory Progress: Satisfactory Progress is the institutionally determined manner in which a student must progress toward his/her degree objective. It includes: a maximum time in which the degree must be obtained, a measure of the quality of one's academic achievement.

NOTE: The foregoing statement is only a portion of the complete statement of the Satisfactory Progress Policy, which can be obtained from the Financial Aid Office.

To be eligible for Financial Aid for any semester, a student may not have more than 6 units of incomplete work. If they do have more than 6 units of incomplete work, they will not be allowed to register and receive financial aid until the incomplete units in excess of the 6 units have been completed and written confirmation of their completion is received by the Financial Aid Office by the end of late registration as listed in the Calendar.

It is the responsibility of the student to get the required work to the instructor and to be sure that the written confirmation from the instructor is received by the financial aid office by the end of late registration. This means that the Financial Aid Office will not contact instructors for the students: that is the sole responsibility of the student.

Application Deadlines: The annual financial aid cycle begins on January 1st for ALL students planning to enroll for the Summer, Fall, and Spring semesters. Primary consideration will be given to students with COMPLETED financial aid applications (*all information necessary* for a financial aid need determination and award) which are in the Financial Aid Office by the established deadline. Students with completed applications after that deadline will be considered on a first-come basis after all students meeting the deadline have been awarded.

DEADLINE: April 15.

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:

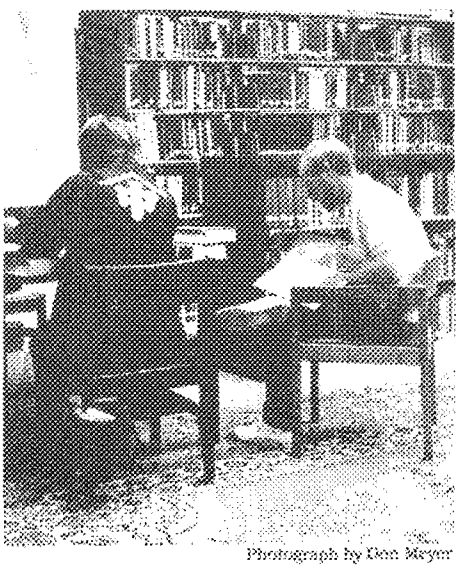
Betty H. Sowell
Financial Aid Officer
5 Westmoreland Place
Pasadena, CA 91103
(818) 795-9161, Ext. 12

Maximum Time Frames to Complete Each Program:

Degree Program	Units	Enrollment Status (Full-Time, 3/4 Time, Half-Time)		
		Full-Time	3/4 Time	Half-Time
B.A.	64	3 years	5 years	6 years
B.A./ABLE	94	4 years	5 years	8 years
B.A./Cred	96	4 years	5 years	8 years
MSTC	45	3 years	4 years	5 years
5th Year	24	2 years	2 years	3 years
M.A.	30	2 years	3 years	4 years
M.A./ABLE	42	3 years	5 years	6 years
M.A./Cred	75	5 years	7 years	9 years
M.A./5 yr	54	4 years	5 years	7 years
MA/ABLE/MFCC	61	4 years	5 years	8 years
MA/ABLE/CCD	65	4 years	5 years	6 years
MFCC	45	4 years	5 years	7 years
MFCC/CCD	65	5 years	6 years	9 years
CCD	52	4 years	5 years	8 years

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.



Photograph by Don Meyer

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 6:00 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 27.
Spring: October 29 — December 14.

Photograph by Carolyn Rozo

ADVISING

Faculty Office hours will be available from the Dean's Office at the beginning of each semester.

Faculty advisors are available during office hours (please call in advance for an appointment if possible) or at other times by appointment.

B.A. and M.A./Bunny Rabiroff
B.A./M.A. ABLE/Judith Meyer
M.A./Liz Prescott (thesis advising)
M.A. specializing in Multi-cultural Studies, Parent/Community Work, Women's Studies/ Louise Derman-Sparks
M.A. specializing in Developmental Education, Leadership in Education, and Early Childhood Education/ Betty Jones
M.A./Gerontology/ Carroll Borland-Parten
M.A./Infant-Toddler/Renatta Cooper
M.A./Daycare/Sharon Stine
MFCC/Barbara Richardson
Clinical Child Development/ Nikola Trumbo
Credential Programs/Credential Program Director
Back-up advisor for Infant-Toddler and Daycare/Sharon Stine
Back-up advisor for all programs/ Karen Fite

If you are not sure which advisor you belong to, start with Bunny Rabiroff or Karen Fite.

If you have trouble getting in touch with your advisor, please call Karen Fite for assistance.

M.A./Gerontology or M.A./Leadership mean that if you are in the M.A. program and specializing in Geroniology or Leadership the person listed (Carroll Borland-Parten; Betty Jones) is your advisor.

If two or more advisors are listed for your program, you have a choice.

REGISTRATION

Will take place in the College Records Department:

Fall: September 5:
12:00 noon — 6:00 PM
September 6:
8:00 AM — 1:00 PM

Spring: January 17:
12:00 noon — 6:00 PM
January 18:
8:00 AM — 1:00 PM

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

LATE REGISTRATION

Will begin:

Fall: September 10:
9:00 AM — 12:00 noon, and
1:00 PM — 4:00 PM

Spring: January 21:
9:00 AM — 12:00 noon, and
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 $100 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 10 and 11:
9:00 AM — 12:00 noon, and
1:00 PM — 4:00 PM

Spring: January 21 and 22:
9:00 AM — 12:00 noon, and
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 the Credential Program Director. Clinical practicum placements for the Clinical Child Development (CCD) program are made by Nikola Trumbo (arrangements must be made with Niki at least a month in advance of registration). Any student taking a practicum must have an application with fee and references on file with Admissions. For more information about on-campus practica, contact the College Records Department. For further information about public school student teaching, contact the Credential Analyst.

INCOMPLETES AND REGISTRATION

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

T.B. TEST REQUIREMENT FOR REGISTRATION

TB tests are required every two years. Results 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
577-4391 Fee required.

Pasadena TB Association
111 North Hudson
793-4148 Fee required

PROGRAM CHANGES

Classes may be added until Friday, September 14, for Fall, and Friday, February 1, 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 $5.00 fee for *each* course added or dropped.

FEES

Prospective student's Transcript Evaluation for all programs	$ 20
Application fee (for each program)	$ 30
Re-admission fee if not registered for at least 2 units or on leave of absence	$ 30
Practicum/Student Teaching Application fee for special students only	$ 30
Late Registration fee	$ 10
Change of Program	$ 5
Continuous Registration fee if not registered for at least 2 units in the semester prior to graduation	$180
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	$180
Graduation fees:	
B.A.	$ 20
M.A.	$ 50
Multiple Subject Credential	$ 20
5th Year Program	$ 20
ECSIC	$ 20
MFCC	$ 25
Personal copy of thesis (optional)	$ 12.50
Transcript fees:	
P.O. Transcript	$ 4
Other schools — for credential students only, when sent by Pacific Oaks Teacher Preparation and Licensing purposes — per transcript	$ 2

Photograph by Michael Katzman

Photograph by Carolyn Kern

Credential fees:	
Fisher Renewal Specialist	$ 20
Credential Competency fee (for each competency)	$ 75
Business Office fees:	
Charge for returned checks	$ 10
Finance Charges (per month on unpaid balances)	1½%

FEES SUBJECT TO CHANGE WITHOUT NOTICE

Fees are not refundable

TUITION

Pacific Oaks credit (per unit)	$180
Reduced Rate: non-Pacific Oaks credit per unit	$100

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 2, for Fall and Friday, April 12, for Spring. This contract does not apply to any fees which are payable in full at the time of registration. There is a finance charge of 1½% per month, starting from the day of registration, on the unpaid 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:

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 $180.

If a Leave of Absence has not been granted and/or you are not registered for 2 units of coursework, you must pay a $30 fee and submit application, name and address for readmission. If you have not attended P.O. within the last 5 years, you need to contact the Admissions Office and see an advisor.

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 $4.00 per transcript. All requests must be in writing. Allow 5 days for processing.

FINANCIAL AID CHECKS AND REFUNDS

Will be available *3 to 4 weeks after registration.*

TUITION REFUND SCHEDULE

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

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:

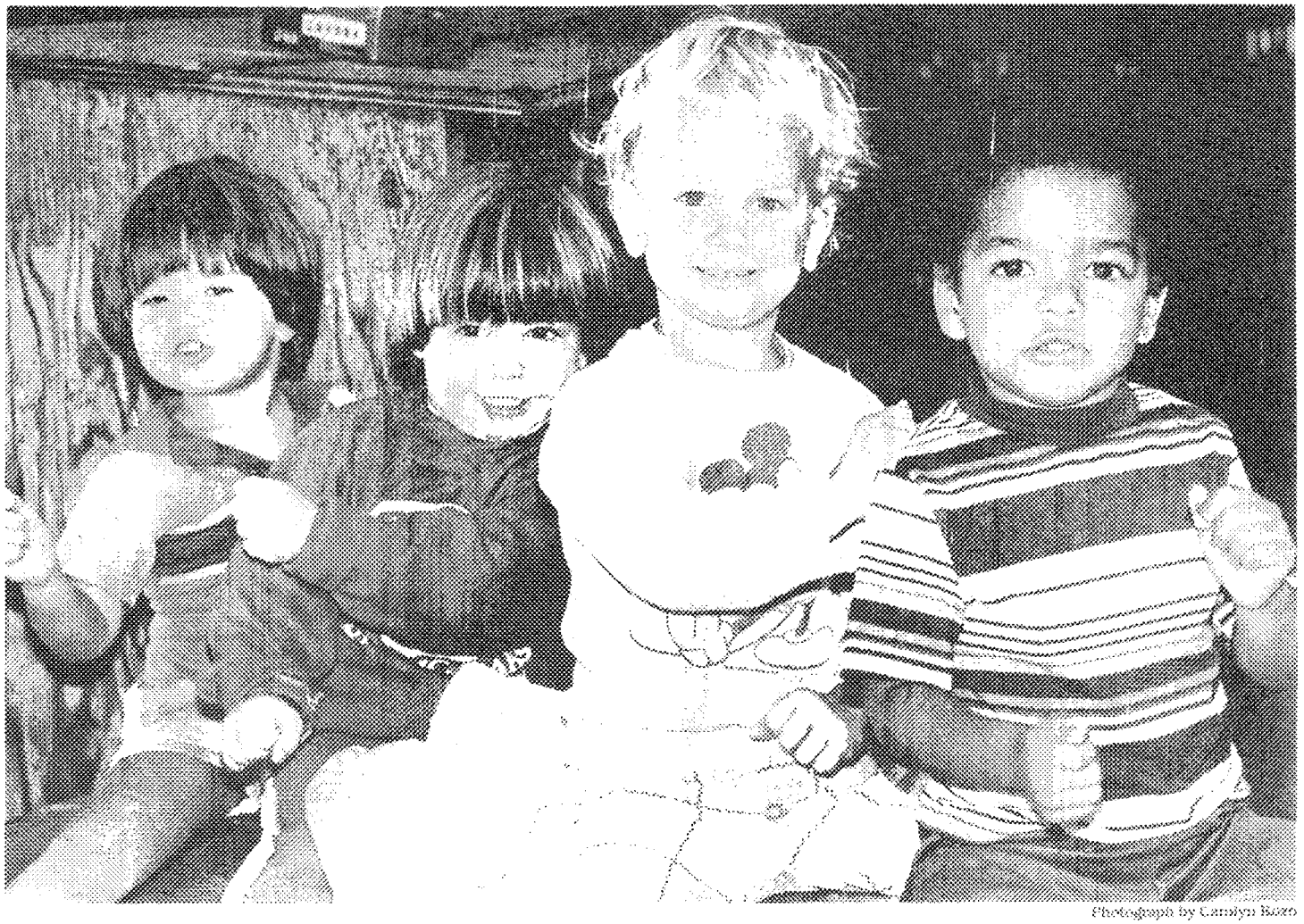
$$\frac{\text{Total Title IV aid (minus work study earnings)}}{\text{Total Student's Aid package (minus work study earnings)}} \quad (=)$$

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.

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).

Photograph by Carolyn Kow



Photograph by Carolyn Bozo

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

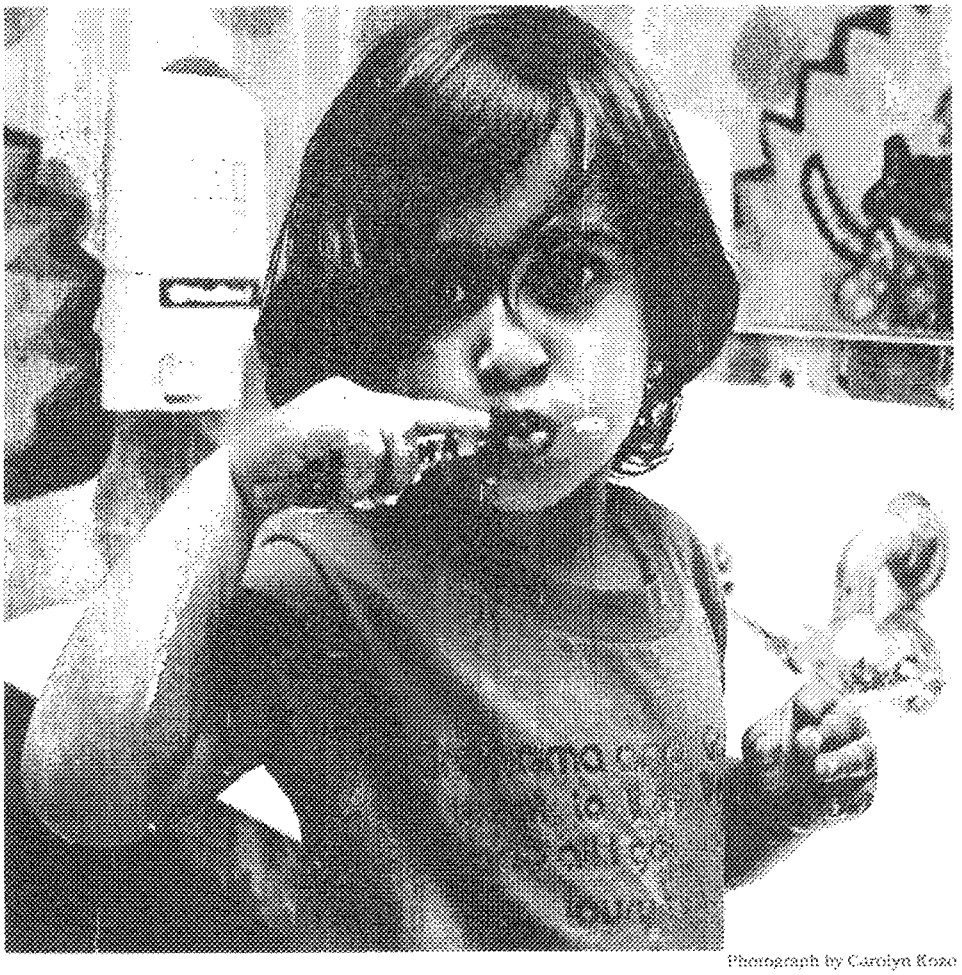
This is an open-classroom, ungraded primary program for children ages 5 to 8. Some children remain in it for a year or two, others for three or four years. Each child's cognitive and special growth follows its own pace and sequence.

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 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.



Photograph by Carolyn Rose

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 1984

Now through July 20	Preregistration for Fall Semester
Monday, September 3	Holiday—Labor Day
Wednesday, September 5	REGISTRATION: 12:00 noon to 6:00 PM
	Orientation for Children's Programs: 8:30 AM to 3:30 PM
Thursday, September 6	REGISTRATION: 8:00 AM to 1:00 PM
	Orientation for Children's Programs: 8:30 AM to 3:30 PM
Friday, September 7	Full Faculty Retreat
	Children's Programs Pot Luck Supper
Monday, September 10	College classes begin
	Children's Programs begin
	Late Registration begins: 9:00 to 12:00, and 1:00 to 4:00
	Reduced Rate Registration: 9:00 to 12:00, and 1:00 to 4:00
Tuesday, September 11	Reduced Rate Registration: 9:00 to 12:00, and 1:00 to 4:00
Friday, September 21	Last day to add classes for Fall semester
Thursday, September 27	Holiday—Rosh Hashanah
Saturday, November 3	Family Fun Faire
Monday, November 12	Holiday—Veteran's Day Observed
Thursday, November 22 and Friday, November 23	Holiday—Thanksgiving
Friday, December 7	Last day to register for MA projects and Independent Studies
Friday, December 14	College classes end
Wednesday, December 19	Student Evaluations due in College Records
December 24 and 25	Holiday—School and Offices closed
December 31 and January 1	Holiday—School and Offices closed
Friday, January 18	Children's Practica end

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

SPRING CALENDAR 1985

October 29 — December 14	Preregistration for Spring Semester
January 2 — 25	Day Care Practicum Intensive
Monday, January 7	January Intensives begin
	Children's Programs reconvene
Tuesday, January 15	Holiday—Martin Luther King's Birthday
Thursday, January 17	REGISTRATION: 12:00 noon to 6:00 PM
Friday, January 18	REGISTRATION: 8:00 AM to 1:00 PM
	January Intensives end
Monday, January 21	College classes begin
	Late Registration begins: 9:00 — 12:00, and 1:00 — 4:00
	Reduced Rate Registration: 9:00 — 12:00, and 1:00 — 4:00
	Orientation for Children's Programs: 8:30 AM to 3:30 PM
Tuesday, January 22	Children's Programs Practica begin
	Reduced Rate Registration: 9:00 — 12:00, and 1:00 — 4:00
Friday, February 1	Last day to add classes for Spring semester
Tuesday, February 12	Holiday—Lincoln's Birthday
Monday, February 18	Holiday—Washington's Birthday observed
April 1 — April 5	Spring Break
Friday, April 5	Holiday—Good Friday
April, TBA	Burgess Lecture
Friday, May 10	Last day to register for MA Projects and Independent Studies
Friday, May 17	College classes end
	Student Evaluations due in College Records
Sunday, May 19	Graduation
Monday, May 27	Holiday—Memorial Day observed
Friday, May 31	Practica in Children's Programs end
Friday, June 7	Children's Programs end

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

FALL 1984 and SPRING 1985

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.

Photograph by Carolyn Brown

THE LIFE CYCLE:

Students are expected to explore various human issues which reoccur over 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 Rabiroff — *4 units*

12:30 PM to 4:30 PM, Wednesday

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. The concept of development provides the underlying organizing theme for the ages and stages to be examined.

This class requires extensive reading and a project. This project qualifies for research credit.

HD/S234 EGO PSYCHOLOGY AND OBJECT RELATIONS

Stan Smith — *3 units*

7:00 PM to 10:00 PM, Thursday

This is a course in development theory designed to examine the history of psychoanalysis through three of its major streams of tradition, or "exemplary models." The course examines the nature of psychoanalysis as both a theoretical and therapeutic paradigm by studying the theory-building process itself, rather than simply the theories that emerge. The course focuses upon *Ichpsychologie*, "Ego Psychology," as the prevalent form of the analytic paradigm at work today upon the theorists who build that psychology, and upon their similarities and differences. Major attention will be paid to the contributions of Heinz Hartmann, Anna Freud, Ernst Kris, Rudolf Lowenstein, Karen Horney, Melanie Klein, D.W. Winnicott, W.R.D. Fairburn, Margaret Mahler, Heinz Kohut, and Joseph Sandler, as well as Erik Erikson, Robert Coles and Sigmund Freud.

Students will be required to familiarize themselves with one tradition of analysis, to study the history of its theories, and to write a paper on one thinker in that tradition who has been most influential in the life history of the paradigm itself. In this way students learn how theory-building leads to influence and influence to the creation, transformation, and death of paradigmatic structures.

HD/S247 ADOLESCENCE

Peter Schou — *3 units*

4:00 PM to 7:00 PM, Wednesday

Development during adolescence will be viewed as a physical, psychological and sociocultural process. Adolescence does not exist independently of the historical and cultural context. Among the sociocultural aspects of adolescence, the course will focus on historical and cross-cultural perspectives. Coursework will include readings from the literature on adolescence, discussion of current manifestations of youth cultures, and discussion of biographical material from the students' own adolescence. The psychopathology of adolescence will be reviewed depending on the interests of the students.

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

Magda Gerber — *2 units*

6:30 PM to 9:30 PM, Monday
October 22, 29, and November 5, and
9:00 AM to 5:00 PM, Saturday
October 27

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 2, 9, & 16
9:00 AM to 5:00 PM, Saturday
October 20

This course is designed for:

a. Individuals who are or want to become professionals in infant care education;
b. Parents or future parents who want to facilitate the mutual adaptation of their own infants to themselves;
c. 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 educarer, 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/S265 FAMILIES THAT WORK*

Renatta Cooper *3 units*

7:00 PM to 10:00 PM, Tuesday

This course will provide an in-depth study of families where parents are employed outside the home. The course will explore cross-cultural analysis of these families in relation to their children, to society and its institutions, and to economic factors.

The course meets weekly in the Fall Semester, and once a month in the Spring semester. It serves as the seminar for HD/P/S406 SATURDAY INFANT/TODDLER PROGRAM, and is open to other interested students. Students may take only the Fall semester or the full year; no new students will be admitted in the Spring semester.

HD/S269 PERSONALITY THEORIES AND CLINICAL INTERVENTION*

Ian Ross *3 units*

7:00 PM to 10:00 PM, Thursday

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/S289 THEORIES OF CHILD DEVELOPMENT IN PRACTICE*

Ruth Pearce *3 units/semester*

4:00 PM to 7:00 PM, Monday
Section A: Fall
Section B: Spring

This course will involve the application of a number of developmental theories to actual work with young children. The point of departure is that a theoretical perspective can function as a model for organizing data and planning programs.

The theories will be discussed first for comprehension, then put to use in the field, and finally, examined critically to discern cultural or sexual bias, limitations of application, and other aspects of versatility and value.

The reading list will include: Anna Freud, Bowlby, Mahler, Kagan, Piaget, Erikson, Hale, several texts on cultural perspectives, and others. A bibliography will be available well in advance. Students must have access to settings for observation of and interaction with children.

This course is designed for Clinical Child Development students, MFCC students wishing to work with children, and others wishing to gain an in-depth understanding of child development theory.

This course is required for 2 semesters for Clinical Child Development students; other students may take the class for both semesters, or Fall semester only. No students will be allowed to enter the class in the Spring semester without having taken the Fall semester.

HD/S320 GERONTOLOGY SEMINAR*

Carroll Borland-Parten *3 units*

7:00 PM to 10:00 PM, Thursday

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*

Section A: Betty Jones & Liz Prescott *4 units*

4:30 PM to 8:30 PM, Monday

Section B: Carol Phillips and Bunny Rabiroff
12:00 noon to 4:00 PM, Wednesday

See course description under Fall.

HD/S218 PIAGET

Louise Derman-Sparks *3 units*

Enrollment limit: 25

7:00 PM to 10:00 PM, Wednesday

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/S237 HUMAN SEXUALITY*

Betty Brooks *3 units*

4:00 PM to 7:00 PM, Tuesday

This class focuses on 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 developing 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/S238 PSYCHOPATHOLOGY OF CHILDHOOD*

Ian Russ — *3 units*

7:00 PM to 10:00 PM, Thursday

This course will explore normal and abnormal processes of child development; combining intrapsychic, interpersonal and developmental issues. Topics include: infant disorders, childhood neuroses and phobias, childhood psychoses, child abuse, and hospitalization. Each category will be examined in view of what is a normal/abnormal range of behavior with particular attention paid towards the various approaches of diagnosis, etiology and treatment.

Prerequisites: HD/S269 PERSONALITY THEORY AND CLINICAL INTERVENTION AND HD/S200 THE LIFE CYCLE.

This class is particularly relevant to students in both the MFCC and Clinical Child Development specializations.

HD/S246 PLAY IN CHILDHOOD*

Liz Prescott — *3 units*

1:00 PM to 4:00 PM, Wednesday

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, Tuesday
February 5, 19, & 26, and
9:00 AM to 5:00 PM, Saturday
February 23

See course description under Fall.

HD/S252 THE PRESCHOOL CHILD*

Bunny Rabiroff — *3 units*

1:00 PM to 4:00 PM, Tuesday

This class will afford an opportunity to examine some of the issues that are part of life for a child growing up in our times. Fantasy, responsibility, anger, empathy, safety, friendship, creativity, strength, and humor are some topics that parents, professionals and students will find helpful in better knowing preschool children.

HD/S265 FAMILIES THAT WORK*

Renatta Cooper — *3 units*

See course description under Fall. This is the second half of a full year course.

HD/S267 PSYCHOPATHOLOGY*

Bernice Augenbraun — *3 units*

4:00 PM to 7:00 PM, Wednesday

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/S288 DEVELOPMENTAL ASSESSMENT OF THE YOUNG CHILD*

Nikola Trumbo and 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 discussed in terms of their cultural biases, their value and their use. Students will be asked to observe one child on a weekly basis, in the school setting and at home. Students will be expected to write a complete development assessment of the child they have been observing.

This class is required for all CCD students.

HD/S289 THEORIES OF CHILD DEVELOPMENT IN PRACTICE*

Section B

Ruth Pearce — *3 units*

4:00 PM to 7:00 PM, Monday

See course description under Fall. This is a continuing course only for students who have completed the Fall course.

HD/S320 GERONTOLOGY SEMINAR*

Carroll Borland-Parten — *3 units*

7:00 PM to 10:00 PM, Thursday

See course description under Fall.

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 and 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 and Nikola Trumbo — *4 units*

4:30 PM to 8:30 PM, Tuesday

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 Rabiroff — *3 units*

4:00 PM to 7:00 PM, Thursday

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 each student will be required to select a particular area of stress for fieldwork throughout the semester.

HD/S240 MODELS AND METHODS OF PARENT INVOLVEMENT

Ruth Beaglehole — *3 units*

7:00 PM to 10:00 PM, Thursday

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

HD/S271 CULTURE AND COGNITION

Carol Phillips — *3 units*

1:00 PM to 4:00 PM, Tuesday

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.

HD/S286 THEORIES OF HUMAN DEVELOPMENT AND QUESTIONS OF DIVERSITY

Carol Phillips and Liz Prescott — *2 units*

1:00 PM to 4:00 PM, every 2nd and 4th Monday of each month. This class starts on September 24.

This seminar will explore the relationships between theories of human development and variations in behavior among human groups. Of interest to the instructors are theoretical and practical questions about the applicability of universal theory to groups other than those whose behavior generated the theory. Studies that suggest new directions for theory will be discussed and critiqued. Students can fulfill a research requirement as part of their work in this class.

HD/S303 WOMEN AND VIOLENCE*

Betty Brooks *3 units*

4:00 PM to 7:00 PM, Thursday

Although they are intricately related, the subject of women as perpetrators and as victims of violence will be arbitrarily distinguished conceptually. The first part of the course concentrates on women as perpetrators, then as victims, and finally, theoretical viewpoints on causes of violent behavior. We will analyze patterns in violent behavior and victimization, cultural response to both, and societal changes necessary for reduction or prevention of violence.

While the course title is "Women and Violence," the subject cannot be studied and understood without examining the roles men play in victimizing women and in relationship to women who are violent.

SPRING CLASSES:

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Karen File, Carol Phillips, and Nikola Trumbo *4 units*

4:30 PM to 8:30 PM, Tuesday

See course description under Fall, Section B.

HD/S235 SOCIO/CULTURAL ENVIRONMENTS*

Barbara Richardson *3 units*

4:00 PM to 7:00 PM, Thursday

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/S273 THE HISPANIC EXPERIENCE*

Marilyn Montenegro *3 units*

4:00 PM to 7:00 PM, Wednesday

Alta California was part of Mexico until it was ceded to the United States by the Treaty of Guadalupe-Hidalgo in 1848. Today fifth generation Californios, whose ancestors never left Mexico, combine with recent emigrants from Mexico and South and Central America to swell the growing Hispanic population. This class considers the special and varied interests of today's Hispanics and ways in which child care workers can best serve this population.

HD/S302 WOMEN'S STUDIES FROM A CROSS-CULTURAL PERSPECTIVE

Louise Derman-Sparks and Barbara Richardson *3 units*

1:00 PM to 4:00 PM, Tuesday

The course examines the patterns of women's development in a variety of cultures, including non-industrial societies, developing countries, industrial societies, and different ethnic/cultural groups within the United States. Through ethnographies, histories, autobiographies, novels, poetry, etc., we will explore similarities and differences in the influences on, and outcomes of, women's social development and the issues for women's liberation in each socio-cultural context.

HD/S360 RACISM AND HUMAN DEVELOPMENT*

Louise Derman-Sparks and 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.

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, understanding of group processes and effective group membership. Students who are competent in these areas are encouraged to develop competence in photography, video-tape, film, art, computers, 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*

Section A: 7:00 PM to 10:00 PM, Monday, October 29, November 5, 19, 26, and December 3
Section B: 9:00 AM to 3:00 PM, Saturday September 15, October 13 and 27

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.

HD/S206 GROUP PROCESSES

Melva Newman — *3 units*

7:00 PM to 10:00 PM, Tuesday

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

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

Barbara Richardson — *3 units*

7:00 PM to 10:00 PM, Wednesday

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 requirements for the California State MFCC License. This is a one-year course.

Enrollment limit: 25

HD/S222 BASIC COUNSELING SKILLS

Stan Smith — *3 units*

4:00 PM to 7:00 PM, Thursday

This course is designed to introduce clinical students to the skills required in counseling with couples, individuals, families, and children. The course introduces students to the theories upon which counseling skills are based, regardless of the context in which one does counseling. Special emphasis is placed upon self-knowledge and use of self on the part of both the counselor and the person being counseled; emphasis is also placed on the differences between counseling and psychotherapy. Students work in front of live supervision, do role-playing, and are video-taped at various stages of the semester. The course assumes no prior experience in counseling on the part of the student.

Students will be asked to give consideration to culture, environment, and behavior as those relate to specific counseling experiences and will be asked to apply basic knowledge of abnormal and normal psychology to their communicative/interactional work in counseling.

Special attention is given also to work with various populations of patients/clients commonly seen by therapists/counselors and to ways of determining appropriateness of counseling to the counselor and possible forecasts of outcome.

This class is designed for beginning MFCC students with little or no prior experience (does not meet any MFCC requirement, but is recommended for students who feel in need of introductory work in counseling).

HD/S224 PRACTICUM: MFCC*

Antonia Darder — *3 units*

7:00 PM to 10:00 PM, Monday

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/S226 SUPERVISION IN MARRIAGE, FAMILY AND CHILD COUNSELING

Kathleen Larkin and Stan Smith — *no units*

Hours are by individual arrangement.

This supervision program is designed to offer students in the MFCC program both first- and second-year levels of supervision. Students arrange individually for this supervision based upon skills, resume, and interviews. Upon acceptance into the supervision program, students begin work with the supervisors behind the one-way mirror and before the video cameras. Students work on basic skills in 1) the use of self; 2) interrelationships with patients, and 3) procedures in treatment planning, then proceed to work with actual clients. They are video-taped in this work as well.

Students pay a supervision fee of $100.00 per month and are required to give a year's commitment to the program. The laboratory/supervision fee is paid to Pacific Oaks College. All students accepted into the program are trained in 1) procedures and principles of work with families, children and couples; 2) crises intervention/trauma work with families and couples, and 3) procedures in family mediation work. All hours are applicable toward the MFCC license and are acceptable as practicum-related work at Pacific Oaks.

For further information contact:
Kathleen Larkin or Stan Smith
Bridge Counseling Center, Inc.
1805 South Olive
Alhambra, CA 91803
(818) 284-2563
or see Stan Smith, visiting faculty at Pacific Oaks
(818) 795-9161

HD/S229 LIFE IN THE CORPORATE WORLD

Beverly Copeland — *3 units*

7:00 PM to 10:00 PM, Monday

This class is for people who are currently working in, or want to enter, the corporate world. Among other issues, this course will examine values and value conflicts pertinent to individuals in a typical corporate setting. The emphasis will be on

demystifying the myths and examining the reality of life in a large corporation. Through lectures, highly-qualified speakers from the corporate world, and role play, the following issues will be addressed: bottom-line orientation, compromising personal standards and values, communication skills, coping with racial and/or sexual discrimination, and dealing with the power/political corporate structure.

HD/S243 MANAGEMENT THEORY, POLICY AND PROCESSES

Doris Seward *3 units*

1:00 PM to 4:00 PM, Wednesday

Participants in this course will be able to describe the development, present emphasis, and future direction of organization theory and apply general concepts of management policy and processes to practical organizational problems. Through group processes, class members will increase their skills of working with team members, and will examine management functions, behavioral aspects of management, and productivity. Such topics as: decision-making and problem-solving; the structure and process of planning and defining strategies of growth; formal and informal organizational systems, and motivation and control systems will be discussed.

HD/S/W257 INTEGRATING MIND AND BODY

Pamela Gruber and Marijane Ryan *3 units*

1:00 PM to 4:00 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/ful/ness to mind and body, and mind/ful/ness to living.

This class can meet the credential requirement for health.

HD/S294 HUMAN RESOURCES DEVELOPMENT

Gerda Steele *3 units*

4:00 PM to 7:00 PM, Thursday

Theories, principles and practices of developing and managing human resources within public and private organizations will be examined and discussed. The primary focus of this course will be the direct application of the theories and principles of real-life situations enhanced by "field projects."

HD/S/W298 ASSESSMENT OF EXPERIENCE

Judith Meyer *3 units*

7:00 PM to 10:00 PM, Wednesday

This class is designed for mature students with professional experience in a human development-related field who seek to waive undergraduate requirements and apply for special admission to either the Pacific Oaks B.A. or M.A. program. (For further information regarding criteria, contact the Admissions Office.) The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: consent of the instructor.

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

Sharon Stine *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/Multicultural 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 *1 unit*

9:00 AM to 3:00 PM, Saturday
January 26, February 9, and March 2

See course description under Fall.

HD/W221-II PRACTICE OF MFCC*

Melva Newman *3 units*

7:00 PM to 10:00 PM, Tuesday

See course description under Fall

HD/S224-I MFCC PRACTICUM

Kathleen Larkin *3 units*

7:00 PM to 10:00 PM, Wednesday

See course description under Fall.

HD/S226 SUPERVISION IN MARRIAGE, FAMILY AND CHILD COUNSELING

Kathleen Larkin and Stan Smith

Hours by individual arrangement

See course description under Fall.

HD/P/S242 MFCC PRACTICUM IN DIVERSE SETTINGS*

Barbara Richardson and Antonia Darder *3 units*

4:00 PM to 7:00 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/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT; and HD/S360 RACISM AND HUMAN DEVELOPMENT.

HD/S/W261 COMMUNICATION ALTERNATIVES TO WRITTEN RESEARCH

Jerry Ferguson *3 units*

4:00 PM to 7:00 PM, Tuesday

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/S268 EGO PSYCHOLOGY AND SYSTEMS THEORY IN FAMILY THERAPY

Stan Smith *3 units*

4:00 PM to 7:00 PM, Thursday

A methods-of-intervention course designed to integrate the theories of ego psychology underlying both psychoanalysis and family systems theory. Themes of individuation, differentiation, and ego development are explored through tapes of James Framo, Murray Bowen and Salvador Minuchin as well as through videotaped situational role plays of diagnosis, treatment-planning, and treatment process. The course assists beginning clinical students to relate the structure and development of self to the family matrix in which that self develops. Since many beginning clinicians have difficulty relating individual/family dynamics to each other, this course provides students with both practical and theoretical knowledge with which to access both dynamics and resolve their difficulties in treating families simply as collections of individuals. The course utilizes the work of Framo, Bowen, and Minuchin to examine the interwoven pathologies of self and family, since these theorists have developed the most articulate theories of ego psychology in family therapy.

HD/S296 ADMINISTRATION/SUPERVISION

Gerda Steele *3 units*

4:00 PM to 7:00 PM, Thursday

This course will examine methods, techniques and strategies designed for effective administration of programs and supervision of people. Our emphasis will be directed towards planning, organizing, team building, delegating, etc., through an analysis and interpretation of one's own personal behavior patterns and practices.

HD/S/W298 ASSESSMENT OF EXPERIENCE

Shyanne Reese *3 units*

7:00 PM to 10:00 PM, Monday

See course description under Fall.

Ed/S/W215 AUDIO/VISUAL

Marjorie Shore *1 unit*

9:00 AM to 3:00 PM, Saturday
March 9 and 16

For anyone who wants or needs to know how to operate a variety of audio-visual equipment. Learn the fundamentals of overhead, opaque, movie, filmstrip and slide projectors; experiment with tape recorders; try some videotaping; make your own transparencies and visual aids. Fulfills the requirement for audio-visual competency for teaching credential 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/S250 RESEARCH SEMINAR: DEVELOPING ANTI-RACIST CURRICULUM 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 racist attitudes. The course is designed for college students interested in participating in a phase of this work. Focus of the Fall 1984 semester will be on literature review and observing teacher-child and child-child interactions in yards and Burgess House. Prior course work in multi-cultural issues or interview with instructor necessary for admittance into class.

HD/S251 SHADOW STUDY

Karen Fite *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, analysis of group or school settings.

SPRING CLASSES

HD/S252 RESEARCH*

Jerry Ferguson *1 unit*

Section A:
4:00 PM to 7:00 PM, Monday
January 28, February 4, 11, 25, and March 4

Section B:
7:00 PM to 10:00 PM, Tuesday
January 22, 29, February 5, 19, and 26

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.

For B.A. students this class must be taken in conjunction with a class that requires a research project. This requirement is noted in class descriptions. The instructor of the class requiring the project will sign that the research requirement has been completed.

M.A. students are required to take either this class or HD/S/W295 THESIS AS TRANSITION before completing their Master's Project. We recommend that this course be taken at the time that a project proposal is being prepared.

HD/S251 SHADOW STUDY

Karen Fite *2-6 units*

See course description under Fall.

HD/S274 SURVEY OF PSYCHOLOGICAL TESTING

Jerry Ferguson *2 units*

7:00 PM to 10:00 PM, Monday
March 18 to May 13 (no meeting 4/1)

This course 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.

HD/S275 SURVEY OF EDUCATIONAL TESTING

Jerry Ferguson *2 units*

7:00 PM to 10:00 PM, Monday
January 21 to March 11 (no meeting 2/18)

Topics in this class include: overview of measurement theory and philosophy; ethical and moral implications of decision-making, labeling and tracking, based on both actuarial and clinical information; analysis of test development, selection and use.

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 *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 ½ 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.

SPRING CLASSES:

HD/S401 WORKING WITH ADULTS*

Jerry Ferguson & Judith Meyer *4 units*

4:30 PM to 8:30 PM, Wednesday

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.

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.

Practica: 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. Because practica are often student teaching experiences, the calendar for Children's Programs more closely follows the public school calendar for number of days students and children attend the yards.

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 practica.

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

Fall Orientation: For all practicum students is Wednesday, September 5, 8:30 AM to 3:30 PM, and Thursday, September 6, 8:30 AM to 3:30 PM.

Spring Orientation: For all practicum students is Monday, January 21, 8:30 AM to 3:30 PM.

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

HD/P/S402 DAY CARE*

Faculty *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*

Renaita 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
3:00-6:00 PM, Monday
1 unit (1 unit 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 Fall — 9:00 AM to 1:00 PM, Wednesday, September 6 and Thursday, September 6
Spring — 9:00 AM to 1:00 PM, Monday, January 21

HD/P/S406 SATURDAY INFANT/TODDLER PROGRAM*

Renaita Cooper *3 units*

This is a special program to provide an Infant/Toddler experience for working families. This program will be open only to families where the parents are working outside the home. Children will be accompanied by a parent to the program; and will be between the ages of three months and fifteen months as of September. Please see HD/S403 INFANT/TODDLER/PARENT CENTER for more information about the practicum experience for students. Students taking this practicum must work for the full year, and take HD/S265 FAMILIES THAT WORK (see course description, page 22) as their seminar requirement. Seminar will be held from 7:00 PM to 10:00 PM, Tuesday.

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, environmental 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 — *3-6 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

Photograph by Carolyn Kerns

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

HD/P/S409 OPEN CLASSROOM: PRIMARY*

Betty Childress, Kim Sakamoto and Kathy Titus — *6 units*

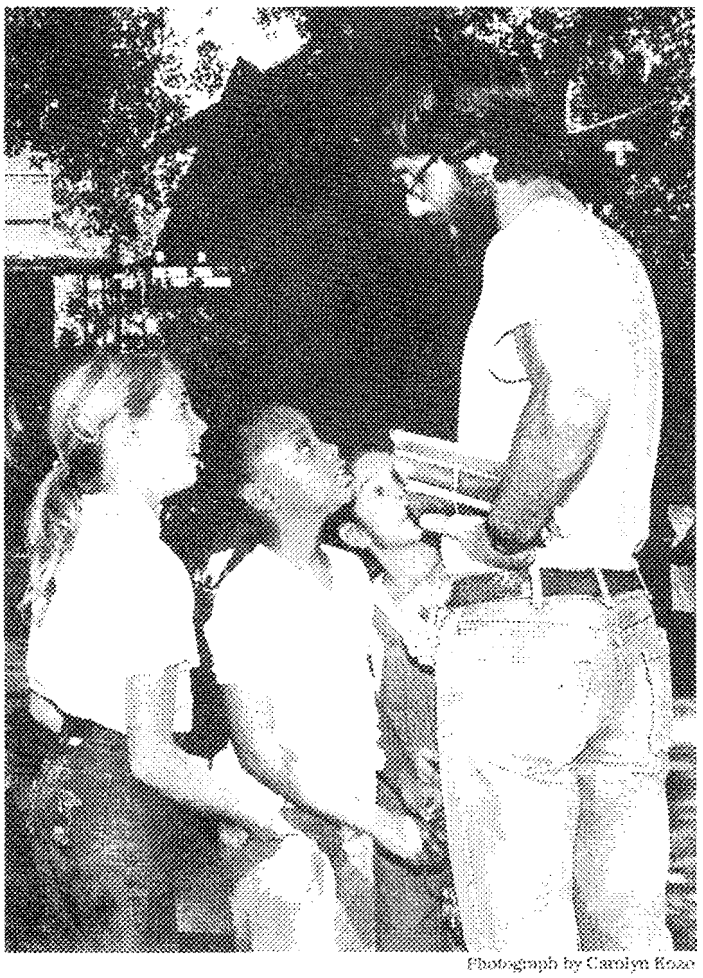
Practicum: 2 full days plus two short days:
8:30 AM to 3:00 PM, and 8:30 AM to 1:00 PM and/or 11:30 AM to 3:00 PM.

HD/S409 Seminar: Open Classroom: Primary 3:00 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.

Orientation: see times listed



Photograph by Carolyn Rose

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*

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

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.

CREDENTIAL PROGRAMS — DIRECTED TEACHING:

Ed/D252 KINDERGARTEN
Ed/D253 PRIMARY
Ed/D254 UPPER ELEMENTARY

Faculty — *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

Faculty — *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 modevational as well as least-restrictive environments. Providing a supportive climate for growth in interpersonal relationships. Evaluation of recording and reporting on children's progress and program effectiveness.

Prerequisites: admission to the Special Education Credential Program. Concurrent enrollment or previous completion of 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 CHILD DEVELOPMENT SEMINAR AND PRACTICUM*

Nikola Trumbo — **15 units*

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

The CCD Practicum and Seminar are designed to provide students with supervised experience working with children whose development is at risk or who have developmental difficulties.

Practicum: CCD students are required to take three semesters of practicum; one semester in a therapeutic setting, one semester in a setting which is culturally different from the student's own cultural background, and one semester in a setting of the student's choice with advisor approval. Practicum arrangements must be made one month in advance with Nikola Trumbo (telephone: (818) 791-2220).

Seminar: The CCD seminar must be taken simultaneously with a practicum. This seminar is designed as a group supervision in which students will present and discuss cases, examine the meanings of children's behavior and communications to children. Students will also explore their own feelings and reactions to children with whom they are working since an understanding of the sources of one's own feelings and reactions is critical in developing effective clinical skills. Students will also meet for individual supervision with the instructor from time to time during the semester. A written evaluation of a child and a summary of the student's clinical work with the child is required for completion of the course.

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

ADDITIONAL COURSES:

SPECIAL EDUCATION 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 CLASS:

SpEd/S239 THE CHILD WITH SPECIAL NEEDS: AN INTERDISCIPLINARY PERSPECTIVE

Janice Burke — *3 units*

4:00 PM to 7:00 PM, Monday

This course is designed to explore a wide variety of bio-psycho-social perspectives concerning the growth and development of children. For the purpose of increasing the professionals' skills, knowledge and sensitivity with children, the following areas will be addressed:

1. Identifying and screening of a child with special needs,
2. Involving parents and others in the process of recognizing needs,
3. Seeking appropriate help for the child and family,
4. Working with other professionals to identify appropriate intervention methods, and
5. Developing strategies for following through in the learning setting.

Students will be encouraged to critically analyze evaluation and intervention methods of a variety of professional disciplines that work with children and families. Criteria for assessing utility and effectiveness of methodologies will be examined. This class meets requirements for SpEd/S260 INTRODUCTION TO THE EXCEPTIONAL CHILD.

INDEPENDENT STUDIES:

These courses are offered both semesters:

HD292 INDEPENDENT STUDY

Faculty — *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 7, for Fall semester, and Friday, May 10, 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

Faculty — *1-3 units*

Available for students in the Credential program(s) to meet individual competency and/or program requirements. An independent study contract must be filled out and signed by the Coordinator of the Credential Programs before registration can take place. Check Fall and Spring calendars for registration deadlines for Independent Study.

SpEd292 SPECIAL EDUCATION INDEPENDENT STUDY*

Faculty — *1-3 units*

This is designed primarily for students currently completing the Special Education credential at Pacific Oaks. Students should sign up for independent study in the area needed for completion of credential requirements, and schedule an appointment with Karen Fite, Dean of the College, in order to arrange for an independent study supervisor and/or a group independent study with other students working to meet the same requirement.

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 7, for Fall semester, and Friday, May 10, 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 toward in-service requirements or transfer credit to other programs.

Intensives are offered during one- or two-week periods in January, May, June and August, and on weekends during the school year. During the 1984-85 academic year they will be available in Oakland, Portland, and San Diego, as well as Pasadena.

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

PASADENA: AT PACIFIC OAKS COLLEGE

FALL INTENSIVE:

HD/S437 ASSERTIVE SUPERVISION FOR THE PROSPECTIVE, NEW, AND EXPERIENCED SUPERVISOR

Judith Segal and Bob Crook — *3 units*

November 16, 17, 30 & Dec. 1
8:30 AM to 4:30 PM, each day

Supervising others, both formally and informally, is a job which requires specialized training. This skill-based seminar is for those who want to learn effective team-building and monitoring skills, as well as for people who want to sharpen and fine-tune methods they are currently using. The emphasis will be on developing specific techniques and strengths and on understanding the subtleties of supervising to anticipate and avoid problems.

In a relaxed, active learning environment, participants will learn to: cope with hostility, resentment, and game playing; deal with problem employees; be assertive without being abrasive; gain support from the people supervised; reduce pressure and job stress, and enable workers to motivate themselves.

Bring a sack lunch.

JANUARY INTENSIVES:

HD/P/S402 DAY CARE*

Faculty — *3 units*

January 2-25
6 hours daily

The complexities of the day care program are addressed by the staff at Burgess House in this Intensive. The practicum provides 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

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

Magda Gerber — *3 units*

January 7-11
8:30 AM to 4:30 PM, daily

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 nontherapeutic 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/S287 THE DSM-III: DISORDERS, PATHOLOGIES, AND LIFE THEME DISTURBANCES*

Stan Smith — *3 units*

January 7-11
8:30 AM to 4:30 PM, daily

This course satisfies the MFCC Candidacy Requirements for either HD/S221 or HD/W221 THEORIES AND PRACTICES OF MFCC. 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.

HD/S423 DEATH AND DYING*

Kathleen Larkin — *3 units*

January 7-11
8:30 AM to 4:30 PM, daily

This class will examine the psychological, sociological, physical, and spiritual aspects of the life/death continuum. Class will deal with the existential issues of the death process and the interaction between the dying person and significant others during this last phase of life. The class will also explore attitudes towards our own death and the death of others both individually and collectively. There will also be an exploration of the present theories on death and dying. As a class we will attempt to bring our consciousness into an experiential mode which will allow us to explore death as a mirror of life.

HD/S436 WOMEN IN WORK/WOMEN IN MANAGEMENT

Heather McFarlane and Shyanne Reese — *3 units*

January 7-11
8:30 AM to 4:30 PM, daily

Affirmative action and equal-opportunity employment have succeeded in making American organizations more aware of women both in blue-collar and managerial positions. The women's movement has heightened women's awareness of themselves, their rights, and their work situations. Yet, in most work organizations the informal system of relationships finds both its origins and present function in the male culture and in the male experience.

This intensive will examine those structures and their history, how these structures work and don't work for women, different roles women adopt in working within male structures, and how women are changing the business/management world. Such topics will be examined as:

- **Historical/Psychological and Political Aspects of Women's Work**
  - socialization of women in work,
- **Career Movement**
  - moving up the corporate ladder
  - styles of supervising
  - managing career and personal life,
- **Personal and Professional Support**
  - buddy system/networking
  - mentoring
  - working with women, working with men,
- **Competence/Competition/Confidence**
  - communication styles (that get results)
  - power and influence,
- **Realities of Work**
  - salary trends and statistics
  - job responsibilities
  - job values — goals and priorities
  - sexual harassment
  - physical presentation, and
- **Social Responsibility/Maintaining Integrity**

HD/S438 SUPERVISING ADULTS WORKING WITH CHILDREN*

Nikola Trumbo — *6 units*

January 7-18
8:30 AM to 4:30 PM, daily

Supervising adults working with children is a complex endeavor. Interactions with children inevitably stir latent childhood experiences within adults who work with them. Supervisors, in addition to attempting to help supervisees understand and integrate these experiences, are also responsible for supervisee's behavior toward the children with whom they work.

Photograph by Carolyn Koso

This class will examine supervision models and styles in terms of their relevance and value to the person being supervised. We will look at supervision structures, supervision environments, and the interpersonal relationships between supervisors and supervisees. We will discuss these issues in a context of cultural styles and cultural differences as they affect interactions between supervisors, supervisees and children and adults. This class is designed for people who are supervising others who work with children. Students will be asked to draw from their personal supervisory and supervisee experiences in class discussions.

HD/S/W208 IT'S MUSIC TIME

Jacki Breger — *3 units*

January 14-18
8:30 AM to 4:30 PM, daily

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

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

HD/S439 THE DYNAMICS OF COUPLE THERAPY

Stan Smith — *3 units*

January 14-18
8:30 AM to 4:30 PM, daily

This course is an intensive examination of the dynamics between couple and therapist that are the structure of couple therapy. The course assists beginning therapists and clinical specialists to recognize the therapeutic triangle, to examine alliances and collusions, and to use their selves as a healing process in couple relationships. (Without a clear self-understanding, the therapist cannot help but be drawn into a basically anti-therapeutic relationship with couples that is destined for failure.)

Students will be video-taped in their interactions so that they may see more clearly both how they are present with couples and how they are used by those couples in both therapeutic and anti-therapeutic ways.

A paper is required.

HD/S442 A NEW VIEW OF DIAGNOSIS

Jo Charlap-Hyman — *3 units*

January 14-18
8:30 AM to 4:30 PM, daily

This course will entertain the idea that the myriad forms of human emotional dysfunction are but elaborations of anxiety and depression and do not need to be divided into discrete diagnostic categories. In the service of understanding this integrative approach, the class will carefully examine the conditions which promote depression and anxiety. We will then consider the various socio/cultural/economic circumstances that dictate the forms in which the anxiety/depression will be expressed. The class will consist of lectures, discussions, and some experiential exercises which may help in the development of treatment techniques that are rather universal in application.

SPRING INTENSIVES:

HD/S297 ORGANIZATIONAL BEHAVIOR

Judith Segal and
Bob Crook — *3 units*

March 1, 2, 8, and 9
8:30 AM to 4:30 PM, daily

This intensive seminar will reduce complex organizations into manageable parts that can be easily understood. Participants will leave knowing more about observing, understanding, diagnosing and operating within an organization, regardless of its size or make-up. Topics will include: individual, group and organizational processes and environments, using and combining theory and experience, and understanding organizational structure. We will examine how people and organizations affect each other, management styles, balancing human needs and organizational priorities, the use and abuse of power and authority, and how to implement change without creating resistance and defensiveness.

HD/S230 AN OVERVIEW OF QUALITY CIRCLES

Doris Seward — *2 units*

April 19, 20, 26, and 27
7:00 PM to 9:30 PM, Fridays, and
9:00 AM to 4:30 PM, Saturdays

Participants will learn to describe the origin and bases of quality circles. (A quality circle can be defined as a meeting procedure involving all people within a department or a company.) Participants will learn to state objectives of quality circles; list implementation phases of quality circles; describe roles of the steering committee, facilitator, leaders, and members; identify characteristics of successful quality circles; and identify some critical issues related to quality circles. This workshop will combine both practical and philosophical aspects of quality circles.

MAY AND JUNE INTENSIVES:

HD/S206 GROUP PROCESSES

Kathleen Larkin — *3 units*

May 20-24
8:30 AM to 4:30 PM, daily

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

HD/S430 HANDLING CONFLICT: WORK WITH DIFFICULT INDIVIDUALS AND GROUPS

Judith Segal and
Guest Speakers — *3 units*

May 20-24
8:30 AM to 4:30 PM, daily

By building a repertoire of skills, you can make conflict positive, productive and manageable.

This seminar will focus on:

difficult styles of handling conflict and how to know when to use each style,
trigger phrases that confront instead of attack,
ways to quickly identify the root of a conflict situation,
models for interpersonal and group conflict resolution in problem-solving and decision-making,
feedback skills that reduce guilt and hostility,
methods of conflict prevention, and
strategies for dealing with specific types of difficult people.

This will be an action and skill based seminar. Participants will have an opportunity to learn and practice new skills and techniques in a comfortable learning environment. The expressed needs of each participant will be built into the course content and overall seminar design.

Bring a sack lunch.

HD/S440 ADMINISTRATION OF CHILD CARE FACILITIES

Bernice Augenbraun and
Marilyn Montenegro — *6 units*

May 20-31
8:30 AM to 4:30 PM, daily

This intensive will deal with identifying problem areas with children and parents in child-care, approaches and techniques for working with parents, issues concerning programming, supervision of staff, and providing for on-going growth and training of staff.

We will review budgeting, grant administration, dealing with multiple funding sources and record keeping to satisfy auditing requirements.

Photograph by Carolyn Kozo

HD/S428 THE BLACK FAMILY*

Carol Phillips *3 units*

May 27-31
8:30 AM to 4:30 PM, daily

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

HD/S217 ANTI-SEXIST, ANTI-RACIST CURRICULUM FOR PRESCHOOL

Ruth Beaglehole *3 units*

June 3-7
8:30 AM to 4:30 PM, daily

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

HD/S422 TRAUMA-CENTERED, BRIEF FAMILY THERAPY

Stan Smith *6 units*

June 3-14
8:30 AM to 4:30 PM, daily

Designed as an introduction to the practice of Traumatology in Therapy, the course establishes the basic principles, models, and procedures for such practice and grounds the student in these principles through instructor demonstration and student participation. The seminar introduces students to the practice of Brief Therapy Strategies of Crisis Intervention and Family Trauma through taped simulations of therapeutic emergencies that are immediate and family-centered.

Demonstrates methods for focusing upon the trauma, creating strategies, resolving conflict, and integrating the trauma into the family's on-going life history *through the utilization of the family itself and its basic life support systems.* Uses "team" approach to Trauma-Centered Brief Therapy as the trauma-center/emergency specialty of psychotherapy. Intensive is especially relevant to students concerned with family conflict, violence, child abuse, substance abuse affecting families, and sudden death. Since Trauma-Centered Brief Therapy requires imagination, knowledge, courage, and a precise use of highly refined skills, it offers practitioners the laboratory in which they may most readily learn about working with people in more general, non-emergent situations.

Course Equivalents; HD/S224 Practicum: MFCC

HD/S438 SUPERVISING ADULTS WORKING WITH CHILDREN*

Nikola Trumbo *6 units*

June 3-14
8:30 AM to 4:30 PM, daily

Supervising adults working with children is a complex endeavor. Interactions with children inevitably stir latent childhood experiences within adults who work with them. Supervisors, in addition to attempting to help supervisees understand and integrate these experiences, are also responsible for supervisees' behavior toward the children with whom they work. This class will examine supervision models and styles in terms of their relevance and value to the person being supervised. We will look at supervision structures, supervision environments, and the interpersonal relationships between supervisors and supervisees. We will discuss these issues in a context of cultural styles and cultural differences as they affect interactions between supervisors, supervisees and children and adults. This class is designed for people who are supervising others who work with children. Students will be asked to draw from their personal supervisory and supervisee experiences in class discussions.

HD/S272 ASIAN AMERICANS: MYTHS AND REALITIES

Charles Choy Wong *3 units*

June 10-14
8:30 AM to 4:30 PM, daily

This course is designed to develop a more accurate understanding and appreciation of Asian Americans. Beginning with public images, we shall investigate six interrelated topics: (1) Cultural life (philosophy, religion, science, traditions, and holidays); (2) Historical evolution in America (1850-1965, 1965-1984); (3) Today's ethnic communities in transition (including a field trip); (5) The process of growing up and adjusting to identity conflicts and multiple identities, and (6) Comparison of Eastern and Western psychology.

HD/S/W424 CREATIVE WRITING

Clive Matson *3 units*

June 10-14
8:30 AM to 4:30 PM, daily

This intensive is for individuals who want to expand their creative expression through poetry, journal writing and/or short prose. Each person's connection to the unconscious sources of creativity will be developed through a series of in-class exercises and tasks. Students will explore techniques for making their writing more expressive and powerful. Bring copies of recent writing, either poems, stories, dreams or journal entries.

This class will culminate in a dinner and reading.

HD/S443 HOW TO PLAN STAFF TRAINING PROGRAMS THAT WORK

Judith Segal and
Guest Speakers *3 units*

June 10-14
8:30 AM to 4:30 PM, daily

Designing a training program (formal or informal) means finding ways of working with people who usually come with different preferred styles of learning, different expectations, different agendas, different levels of interest and commitment, and different ways of communicating and relating to others.

Through a combination of lecture and group process, this seminar will provide practical skills and techniques to use in determining, designing, implementing, managing and evaluating successful and effective training programs. The entire training cycle will be followed and participants will learn the role of the trainer, how to make training programs challenging and relevant to all participants, how to use group process techniques that get people actively involved, different ways to present factual information so that all participants can understand and use it quickly, ways to reduce stress and create an open and comfortable training environment, and how to deal with resistant and/or defensive participants.

Bring a sack lunch.

IN OAKLAND:

These intensives are located at: 4144 Webster Street, Oakland, CA. For directions, call Lani Shapiro, (415) 653-0622.

FALL INTENSIVE:

HD/S435 ETHICAL AND CULTURAL ISSUES IN TEACHING AND HUMAN SERVICES*

Betty Jones, Ardella Dailey and
Lani Shapiro *3 units*

9:00 AM to 4:00 PM, Saturday and Sunday
September 22 and 23

4:00 PM to 9:00 PM, Saturdays
October 20, November 17, and December 8

9:00 AM to 4:00 PM, Saturday and Sunday
January 12 and 13

Examination of the issues teachers and other professionals face when working in cultures other than their own. Developing awareness of a multi-cultural society in mono-cultural as well as in diverse settings. Involving parents and community members in goal-setting, looking critically at one's own ethical and cultural values and assumptions. An active-participation seminar: we will learn from each other's experiences.

SPRING INTENSIVE:

HD/S300 WOMEN'S STUDIES

Liz Prescott,
Janet Gonzales-Mena and Adele Hanson *3 units*

9:00 AM to 4:00 PM, Saturday and Sunday
February 9 and 10

4:00 PM to 9:00 PM, Saturdays
March 16, April 13, and May 11

9:00 AM to 4:00 PM, Saturday and Sunday
June 8 and 9

This course is designed to function as both a mutual support group for the participants and as a content and research-

Photograph by Carolyn Kozo

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.

IN PORTLAND:

These Intensives will be held at: Parent-Child Services, at Normandale School, 909 NE 52nd, Portland.

For directions, call Maureen Moreland, (503) 284-6267.

FALL INTENSIVE:

HD/S282 SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT*

Karen Fite, Nikola Trumbo, Nancy Jambor and Maureen Moreland — *3 units*

8:30 AM to 4:30 PM, Saturday and Sunday
October 6 and 7

6:00 PM to 9:30 PM, Mondays
October 22, November 2 and 19, December 3 and 17

8:30 AM to 4:30 PM, Saturday and Sunday
January 5 and 6

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.

SPRING INTENSIVE:

HD/S/W420 THE ART OF OBSERVATION

Liz Prescott, Nancy Jambor and Maureen Moreland — *3 units*

8:30 AM to 4:30 PM, Saturday and Sunday
March 2 and 3

6:00 PM to 9:30 PM, Mondays
March 25, April 8 and 22, and May 6 and 20

8:30 AM to 4:30 PM, Saturday and Sunday
June 1 and 2

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.

IN SAN DIEGO

SPRING INTENSIVE:

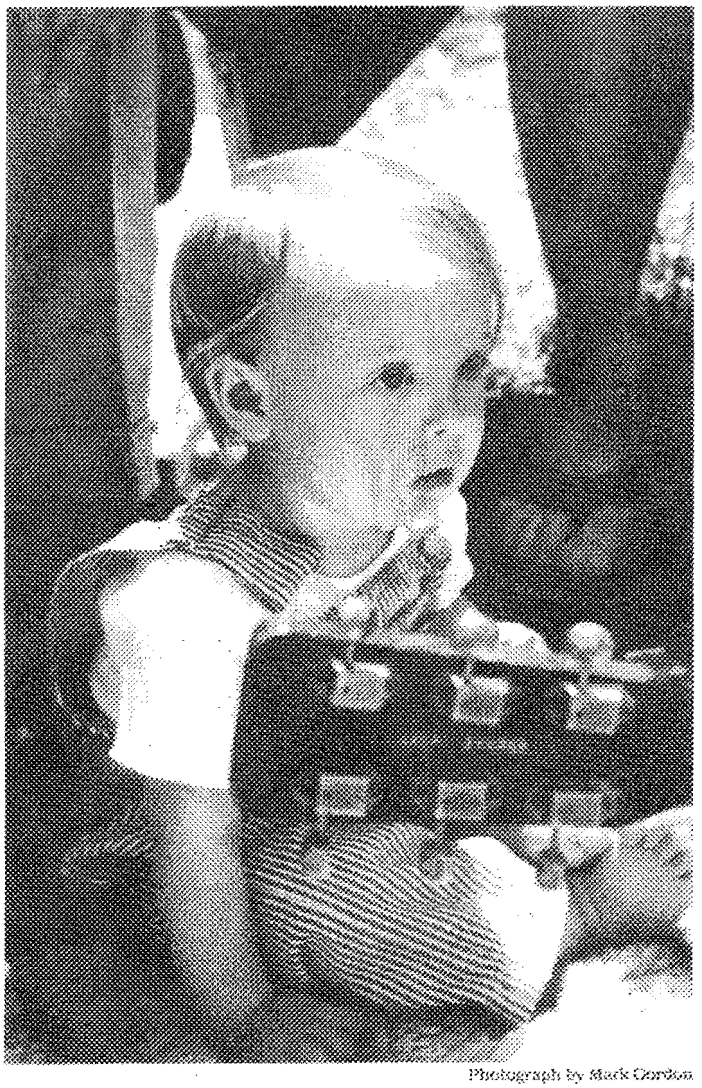
HD/F/S340 LEADERSHIP IN EDUCATION

Sharon Stine and Catherine Shelton — *3 units*

9:00 AM to 4:00 PM, Saturdays
January 12, February 2, and March 2

9:00 AM to 2:00 PM, Sundays
January 13, February 3, and March 3

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



Photograph by Mark Gordon

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; Early Childhood Education; Gerontology; Infant/Toddler; Leadership; 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 Developmental 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 and applications; Family Dynamics; Piagetian Theory; Play; Assessment; The Exceptional Child; Clinical Practicum and Seminar; Multi-cultural environments and theories; and the basic M.A. required approach classes.

Arrangements for clinical practicum must be made at least one month in advance of registration with Nikola Trumbo: (818) 791-2220 or leave a message at Pacific Oaks.

Advisor:
Nikola Trumbo

DAY CARE

This specialization is designed to address the unique and complex needs of child care on a full-day basis. It is recommended for students who are interested in administration, teaching and referral work.

All students taking this specialization are required to do two semesters of the day care practicum. One semester of the practicum must be completed at the Burgess House Day Care program. The other semester of the practicum may be completed at Burgess House, Pacific Oaks Surround Care Program, or any other appropriate child care field work placement. While students are doing the Burgess House Day Care practicum they must attend weekly seminars and weekly teaching team meetings.

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

Advisor:
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. Two practicums at Pacific Oaks are required, as is additional experience at two other developmental levels.

Advisor:
Betty Jones

EARLY CHILDHOOD EDUCATION

This specialization, open to both B.A. and M.A. students, is designed to develop competence in teaching or administration in programs for children in the age range of birth to 8 years. Two practicums in Pacific Oaks Children's Programs are required, as is additional experience working with children in this age range.

Advisor:
Betty Jones

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 development 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: Carroll Borland-Parten

WORK WITH INFANTS AND TODDLERS

Programs for infants, toddlers and their parents are proliferating and there is a growing demand for professionals knowledgeable in this area. Basic requirements for the specialization are two Practicum/Seminars in Pacific Oaks Infant/Toddler/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
Renalta Cooper

LEADERSHIP: HUMAN DEVELOPMENT IN ORGANIZATIONS

This specialization is designed for those interested in working in supervisory, management and leadership roles with adults. Originally designed with an emphasis on leadership in education and the human services, this specialization is currently being expanded to include leadership in public service and in business. The focus of the specialization is on the human and value-oriented aspects of leadership, rather than the technical, although course work will be offered to develop specific skills of leadership. In addition to the 14 units of required courses for the M.A., students specializing in Leadership are expected to complete two semesters of fieldwork in areas related to the student's career goals (business, education, college teaching, public service, human services) and 4-5 seminars in areas related to this specialization. Students work out a program with an advisor to meet their individual needs.

Advisors:
Karen Fite
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

MULTI-CULTURAL 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 ethnocentricism, 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.

Advisor:
Louise Derman-Sparks

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.

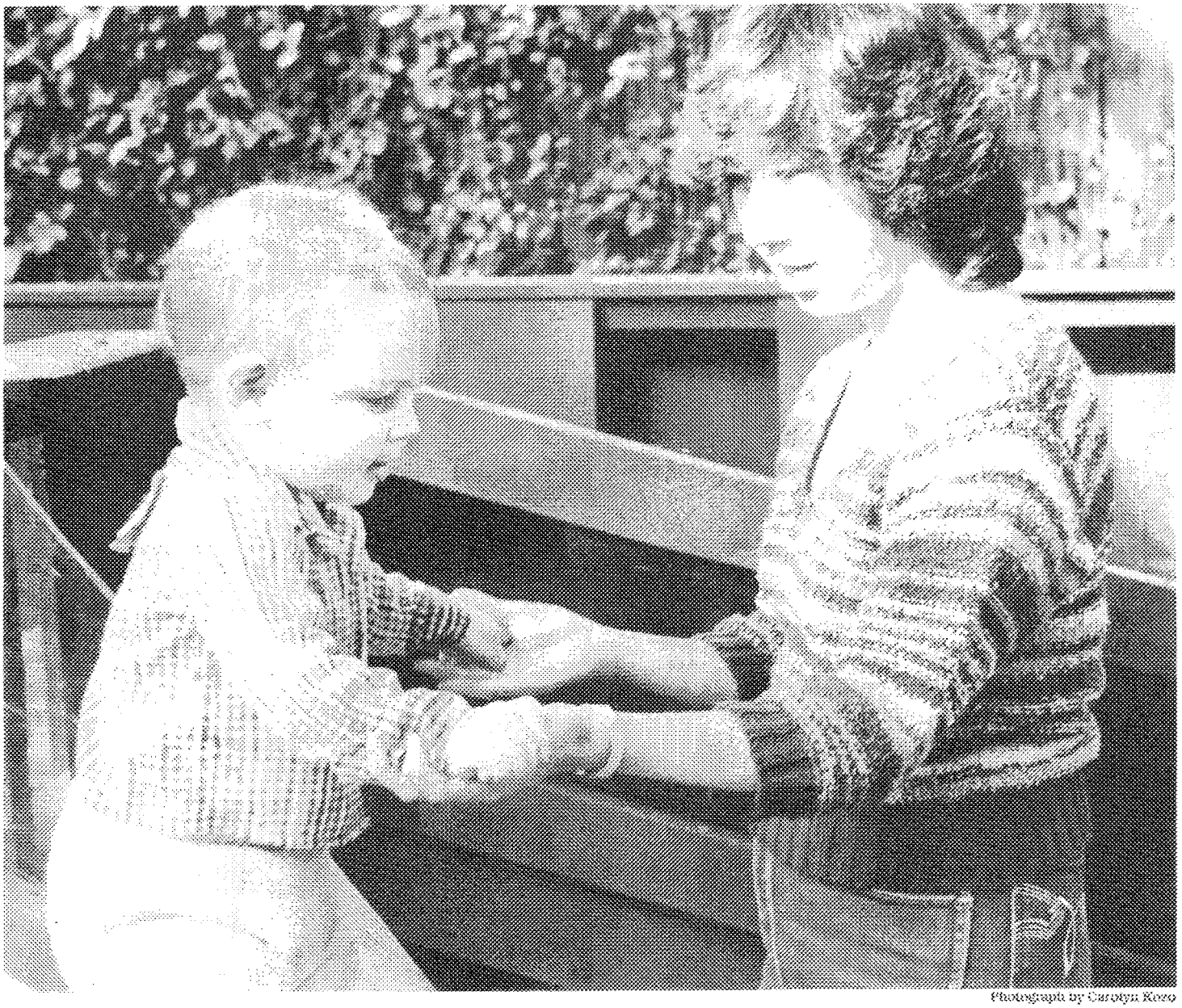
Advisor
Louise Derman-Sparks

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, including work with mothers, administration of women's organizations (such as health centers, feminist businesses). This course is also for persons who wish to become women's advocates, and people who want to develop an undertanding 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
Louise Derman-Sparks



Photographs by Carolyn Kozo

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.

BETTY CHILDRESS

B.A. California State University at Los Angeles, Early Childhood Education. Multiple Subject Teaching Credential, Pacific Oaks College.

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 (Life), English and Social Sciences. General Elementary Credential. Community 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.

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.

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.

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

KIM SAKAMOTO

Multiple Subject Teaching Credential, Pacific Oaks College. B.A. California State University, Hayward, Liberal Arts. Undergraduate work, Cabrillo College.

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.

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/Schulewerk Music/Movement Specialist.

KATHY TITUS

M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. Occidental College, Psychology. Standard Teaching Credential, Early Childhood Education.

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

BERNICE AUGENBRAUN

M.A. University of Chicago, School of Social Sciences and Administration. B.A. Brooklyn College, Psychology. L.C.S.W. M.F.C.C

RUTH BEAGLEHOLE

B.A. University of Wellington, Education. Diploma in Kindergarten/Nursery School Teaching, New Zealand. MFCC student, California Family Studies Center.

JACKI BREGER

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

BETTY BROOKS

Ed.D. Institute for the Advanced Study of Human Sexuality, Human Sexuality. M.A. California State University, Los Angeles, Physical Education. B.S. Centenary College, Physical Education.

JANICE BURKE

M.A. University of Southern California, Occupational Therapy. B.S. Utica College of Syracuse University, Occupational Therapy. Additional work at Health Education School of Public Health, U.C.L.A.

JO CHARLAP-HYMAN

L.C.S.W. M.S.W. UCLA, Psychiatric Social Work. B.A. UCLA, Sociology.

BEVERLY COPELAND

B.A. California State University at Los Angeles, English. A.A. University of Nebraska at Omaha, Journalism.

BOB CROOK

Ed.D. and M.A. Teachers College, Columbia University, Guidance/Education. B.A. Washburn University, Business Administration

ARDELLA DAILEY

M.A. San Francisco State University, Special Education and Early Childhood Education. B.A. City College University of New York, Sociology. Early Childhood Teaching Credential. Special Education Teaching Credential. Community College Teaching Credential.

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.

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.

NANCY JAMBOR

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

KATHLEEN LARKIN

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

CLIVE MATSON

Studied poetry in New York City in the early 1960's. Worked as a gas station attendant, dock worker, bookstore clerk, warehouse clerk, furniture mover, printer, and crisis counselor. Founder and publisher, Neon Sun. Currently operates a letter press and teaches poetry workshops.

HEATHER McFARLANE

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development. B.C. Preschool Teachers Certification, Langara College, Early Childhood Education.

BOBBYE MILLER

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

MARILYN MONTENEGRO

Ph.D. University of Southern California, Urban Studies. M.S.W. University of California at Los Angeles. B.A. University of California at Riverside, Philosophy. L.C.S.W

MAUREEN MORELAND

M.A. (pending thesis) Pacific Oaks College, Human Development.

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.

SHYANNE REESE

M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. University of California at Riverside, English.

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.

MARIJANE RYAN

M.A./M.F.C.C. student, Pacific Oaks College. R.N. St. Elizabeths' Hospital School of Nursing.

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

DORIS SEWARD

D.P.A. University of Southern California, Public Administration. M.S. and M.Ed. University of Southern California, Instructional Technology. B.A. University of Texas, Psychology.

HELENE SHAPIRO

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

CATHERINE SHELTON

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

PETER SCHOU

Ph.D. Wright Institute, Clinical Psychology. Psychology Candidate, University of Copenhagen. Licensed California Psychologist.

GERDA STEELE

Ed.D. Teachers College, Columbia University, Higher and Adult Education Administration. M.A. Teachers College, Columbia University, Higher and Adult Education Administration. M.A. New York University, Business Education. B.S. New York University, Business Education.

STAN SMITH

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

NIKOLA TRUMBO

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

CHARLES CHOY WONG

Ph.D. UCLA, Sociology. M.A. UCLA, Sociology. B.A. UCLA, Sociology

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, Surabaja, Indonesia. Partial Pacific Oaks Grant, *Study of Celtic Mythology*, University of Dublin.

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.

MARIANNE WOLMAN

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

INDEX BY COURSE NUMBER

HUMAN DEVELOPMENT COURSES:			Page #
HD/S200	THE LIFE CYCLE	Fall:	21
		Spring:	22
HD/S206	GROUP PROCESSES		26
HD/S212	CHILDREN UNDER STRESS		24
HD/S218	PIAGET		22
HD/S/W221	THEORIES AND PRACTICE OF MFCC	Fall:	26
		Spring:	27
HD/S222	BASIC COUNSELING SKILLS		26
HD/S224	PRACTICUM: MFCC	Fall:	26
		Spring:	27
HD/S226	SUPERVISION IN MARRIAGE, FAMILY AND CHILD COUNSELING	Fall:	26
		Spring:	27
HD/S229	LIFE IN THE CORPORATE WORLD		26
HD/S234	EGO PSYCHOLOGY AND OBJECT RELATIONS		21
HD/S235	SOCIO/CULTURAL ENVIRONMENTS		25
HD/S237	HUMAN SEXUALITY		22
HD/S238	PSYCHOPATHOLOGY OF CHILDHOOD		23
HD/S240	MODELS AND METHODS OF PARENT INVOLVEMENT		24
HD/P/S242	MFCC PRACTICUM IN DIVERSE SETTINGS		27
HD/S243	MANAGEMENT THEORY, POLICY, AND PROCESSES		27
HD/S246	PLAY IN CHILDHOOD		23
HD/S247	ADOLESCENCE		21
HD/S249	PREVENTIVE INTERVENTION	Fall:	21
		Spring:	23
HD/S250	DEVELOPING ANTI-RACIST CURRICULUM		28
HD/S251	SHADOW STUDY		29
HD/S252	THE PRESCHOOL CHILD		23
HD/S254	AUTHENTIC INFANT		21
HD/S/W257	INTEGRATING MIND AND BODY		27
HD/S/W261	COMMUNICATION ALTERNATIVES		28
HD/S262	RESEARCH SEMINAR		29
HD/S265	FAMILIES THAT WORK	Fall:	22
		Spring:	23
HD/S267	PSYCHOPATHOLOGY		23
HD/S268	EGO PSYCHOLOGY AND SYSTEMS THEORY		28
HD/S269	PERSONALITY THEORIES & CLINCIAL INTERVENTION		22
HD/S271	CULTURE AND COGNITION		24
HD/S273	THE HISPANIC EXPERIENCE		25
HD/S274	SURVEY OF PSYCHOLOGICAL TESTING		29
HD/S275	SURVEY OF EDUCATIONAL TESTING		29
HD/S282	SOCIAL AND POLITICAL CONTEXTS	Fall:	24
		Spring:	25
HD/S283	COMMUNICATION SKILLS WORKSHOP	Fall:	36
		Spring:	37
HD/S286	THEORIES OF HUMAN DEVELOPMENT AND QUESTIONS OF DIVERSITY		24
HD/S288	DEVELOPMENTAL ASSESSMENT		23
HD/S289	THEORIES OF CHILD DEVELOPMENT IN PRACTICE	Fall:	22
		Spring:	23
HD292	INDEPENDENT STUDY		33
HD/S294	HUMAN RESOURCES DEVELOPMENT		27
HD/S296	ADMINISTRATION/SUPERVISION		28
HD/S/W298	ASSESSMENT OF EXPERIENCE	Fall:	27
		Spring:	28
HD299	MASTER'S PROJECT		33
HD/S302	WOMEN'S STUDIES FROM A CROSS-CULTURAL PERSPECTIVE		25
HD/S303	WOMEN AND VIOLENCE		25
HD/S320	GERONTOLOGY SEMINAR	Fall:	22
		Spring:	23
HD/S360	RACISM AND HUMAN DEVELOPMENT		26
HD/S400	WORKING WITH CHILDREN		29
HD/S401	WORKING WITH ADULTS		29

PACIFIC OAKS INTENSIVES: Page #

HD/S206	GROUP PROCESSES	36
HD/S/W208	IT'S MUSIC TIME	35
HD/S217	ANTI-RACIST, ANTI-SEXIST CURRICULUM	37
HD/S230	AN OVERVIEW OF QUALITY CIRCLES	36
HD/S249	PREVENTIVE INTERVENTION	34
HD/S272	ASIAN-AMERICANS	37
HD/S287	The DSM-III	34
HD/S297	ORGANIZATIONAL BEHAVIOR	36
HD/P/S402	DAY CARE PRACTICUM	34
HD/S422	TRAUMA-CENTERED, BRIEF FAMILY THERAPY	37
HD/S423	DEATH AND DYING	34
HD/S/W424	CREATIVE WRITING	38
HD/S429	THE BLACK FAMILY	37
HD/S430	HANDLING CONFLICT	36
HD/S436	WOMEN IN WORK/WOMEN IN MANAGEMENT	35
HD/D437	ASSERTIVE SUPERVISION	34
HD/S438	SUPERVISING ADULTS WORKING WITH CHILDREN	35,37
HD/S439	DYNAMICS OF COUPLE THERAPY	35
HD/S440	ADMINISTRATION OF CHILD CARE FACILITIES	36
HD/S442	A NEW VIEW OF DIAGNOSIS	36
HD/S443	HOW TO PLAN STAFF TRAINING PROGRAMS	38

IN OAKLAND:

HD/S300	WOMEN'S STUDIES	38
HD/S425	ETHICAL AND CULTURAL ISSUES	38

IN PORTLAND:

HD/S282	SOCIAL AND POLITICAL CONTEXTS	39
HD/S420	THE ART OF OBSERVATION	39

IN SAN DIEGO:

HD/F/S340	LEADERSHIP IN EDUCATION	39

PRACTICA:

HD/P/S280	CLINICAL CHILD DEVELOPMENT PRACTICUM	32
HD/P/S402	DAY CARE	30
HD/P/S403	INFANT/TODDLER/PARENT CENTER	30
HD/P/S404	2 YEAR YARD	30
HD/P/S405	PRESCHOOL: 3-5 YEARS	31
HD/P/S406	SATURDAY INFANT/TODDLER PROGRAM	30
HD/P/S407	KINDERGARTEN	31
HD/S408	OBSERVATION/REFLECTION	31
HD/P/S409	OPEN CLASSROOM: PRIMARY	31
HD/P/S411	ADOLESCENTS	32
HD/P/S412	GRADUATE SPECIALIZED PRACTICUM	32

EDUCATION COURSES:

Ed/S/W215	AUDIO/VISUAL	28
Ed/S243	ELEMENTARY CURRICULUM: READING	27
Ed/W244	ELEMENTARY CURRICULUM: MATH	28
Ed/D252	KINDERGARTEN	32
Ed/D253	PRIMARY	32
Ed/D254	UPPER ELEMENTARY	32
Ed292	INDEPENDENT STUDY	33

SPECIAL EDUCATION COURSES:

HD/S239	THE CHILD WITH SPECIAL NEEDS	39
SpEd/D257	LEARNING HANDICAPPED	32
SpEd/D258	SEVERELY HANDICAPPED	32
SpEd292	INDEPENDENT STUDY	33

PACIFIC OAKS

APPLICATION FOR INTENSIVES

***INTENSIVE REGISTRATION INFORMATION:** (for course descriptions, see page 34)

Enrollment for each seminar is on a first-come, first-served basis, based on the date the registration form is received. We will receive registration forms up until two weeks before the intensive is to begin. You may call College Records (818) 795-9161, extension 28, to inquire if a seminar is full before you register for it. If you wish to register in person, please come in during regular administration dates listed in the calendar. When your registration is received you are automatically placed on the class enrollment list.

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

There are no student housing facilities at Pacific Oaks.

Registration Form

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

Date: _____

Name: _____

Address: _____
number street apartment number

_____
city state zip

Telephone: (_____) _____ (_____) _____
home work

Occupation: _____ Highest Degree Earned: _____

Please send me _____ B.A. _____ M.A. program information.

I wish to register for: _____
Title and Number of Seminar # of units

Dates of Intensive: _____

Local Pasadena/Los Angeles Address: _____

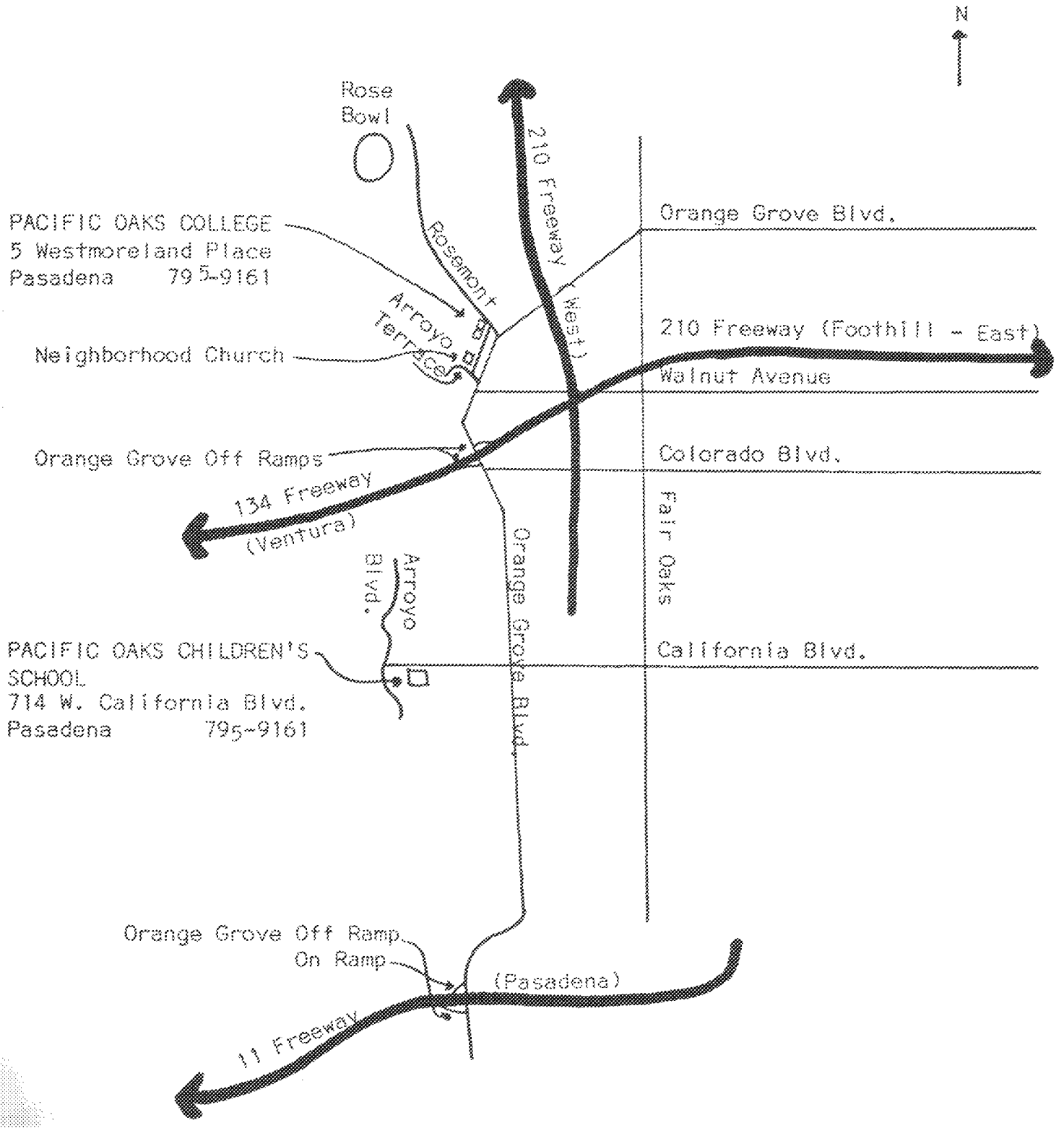
_____
city state zip

Local Telephone: (_____) _____

_____ Pacific Oaks Credit ($180/unit)
_____ Reduced Rate Credit ($100/unit)
_____ Audit ($160/6 units, $80/1-3 units)

_____
Signature

Please send in a separate Registration form for each Intensive you wish to enroll in.


N
Rose Bowl
210 Freeway (West)
Orange Grove Blvd.
PACIFIC OAKS COLLEGE
5 Westmoreland Place
Pasadena 795-9161
Rosemont
Arroyo Terrace
Neighborhood Church
210 Freeway (Foothill - East)
Walnut Avenue
Orange Grove Off Ramps
Colorado Blvd.
134 Freeway
(Ventura)
Fair Oaks
Orange Grove Blvd.
Arroyo Blvd.
PACIFIC OAKS CHILDREN'S SCHOOL
714 W. California Blvd.
Pasadena 795-9161
California Blvd.
Orange Grove Off Ramp
On Ramp
(Pasadena)
11 Freeway