



- *Weekday/Evening College*
- *Weekend College*
- *Outreach Classes*
- *Extension Services*
- *Winter & Summer Intensives*
- *Accelerated Credential Summer Programs*

PACIFIC  
OAKS  
COLLEGE



PACIFIC OAKS COLLEGE  
5 Westmoreland Place  
Pasadena, California 91103

Non-Profit Org.  
U.S. Postage  
P A I D  
Permit No. 1108  
Pasadena, CA

*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 working hours.

### **Mission Statement**

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and the valuing of the uniqueness of each person. Its primary focus is placed upon all needs of young children and their families, and all those who, in a direct or indirect manner, touch their lives each day. Education at Pacific Oaks includes academic, research, clinical, and community outreach components to develop an understanding of those settings within which a child acts and which, in turn, affect a child's development. Pacific Oaks promotes educational practices within the institution, professional and public schools that encourage learners to find their own voices, to take stands in the face of opposition, and to exercise competence in collaboration with others.

Approved by  
the Board of Trustees  
December 6th, 1986

### **Schedules of classes**

are published as follows:

Fall & January Intensives  
Spring  
Summer & August Intensives

To obtain, contact  
Office of Admissions:

818-397-1349

# TABLE OF CONTENTS

ABOUT PACIFIC OAKS .....	1
Locations, Time Frames, and Services for College Programs .....	2
Cooperative Exchange Programs .....	3
Practicum in Children's Programs .....	
THE EXTENSION .....	4
Continuing Education Units for Nurses .....	6
COMMUNITY SERVICE .....	
DEGREES, PROGRAMS, AND SPECIALIZATIONS .....	
Curriculum .....	
B.A. DEGREE REQUIREMENTS .....	7
Transfer Requirements for the B.A. Degree .....	
Options For Earning Transferable Units .....	8
B.A./ABLE Program .....	
M.A. DEGREE REQUIREMENTS .....	
M.A./ABLE Program .....	
M.A. Thesis/Project Process .....	
ADVANCEMENT TO CANDIDACY .....	10
GRADUATION .....	
PROGRAMS .....	
Marriage, Family & Child Counseling (MFCC) M.A. Degree Program .....	
Clinical Child Development (CCD) .....	11
Combined CCD and MFCC Program .....	12
Bicultural Development Specialist Program .....	
Lactation Consultant Program .....	
Postgraduate Certificate Program .....	13
Teaching Credential Programs: Multiple Subject (MSTC) & Special Education .....	
Multiple Subject Teaching Credential Options .....	
Multiple Subject Teaching Credential: Preliminary Credential .....	
Summer Credential Program .....	
Fifth Year/Clear Credential .....	
Multiple Subject Teaching Credential Program Requirements .....	
Accelerated Credential Summer Program .....	14
MSTC Clear Credential/5th Year .....	
Special Education Credential Programs .....	
Early Childhood Specialist Instruction .....	15
Curriculum Specializations .....	
Child Care Specialization .....	
Early Childhood/Developmental Education .....	
Work with Infants and Toddlers .....	
Leadership in Education and Human Services .....	16
APPLICATION FOR ADMISSION .....	CENTERFOLD
Application Instructions .....	
Application Form .....	
ADMISSIONS .....	17
Registration .....	
Tuition and Fees .....	
Transcript Fee .....	
Tuition Refund Schedule .....	
Program Changes (Add/Drop) .....	
Maintaining Admission .....	
EVALUATIONS .....	
Course Numbering System .....	18
Policy on Privacy Rights of Students .....	
ADVISING .....	
Objectives .....	
B.A. Students .....	19
M.A. Students .....	
Special Program Advisors .....	
Advisor Selection .....	
Petitioning Process .....	
Graduation Application .....	
Commonly Used Forms .....	
Appeal Procedure .....	20
GENERAL INFORMATION/STUDENT SERVICES .....	
Office Hours .....	
Class Scheduling .....	
Financial Aid .....	
Libraries .....	22
Enrollment Services .....	
Archives .....	
Bookstore .....	
Pacific Oaks Publications .....	
Research Center .....	
Special Assistance for Chemical Dependency .....	23
PACIFIC OAKS FACULTY AND TRUSTEES .....	
Faculty .....	
Adjunct Faculty .....	24
Emeritae .....	26
Trustees .....	
LEAVE OF ABSENCE FORM .....	

## 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 children's school serving infants through primary age children and their parents.

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 they contribute to the lives of all those with whom they come in contact.

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

Continued expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are granted in Human Development rather than Education because we believe that a teacher must know the whole life continuum to understand her/himself, and her/his students. Today, our programs serve not only educators, but persons working in other helping professions, including counseling, nursing, and other human service fields.

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 personal needs. At Pacific Oaks the process of learning is valued as much as what is learned.

The Children's School also has grown to include the Infant/Toddler Program, Two-Year-Old Yard, Preschool, Kindergarten, Primary, Burgess Child Care, and After-School Care Programs.

For further information about College programs, please contact:

Director of Enrollment Services  
5 Westmoreland Place  
Pasadena, California 91103  
(818) 397-1300

For further information about Children's programs, please contact:

Dean of Children's Services  
714 West California Boulevard  
Pasadena, California 91105  
(818) 397-1369 or 397-1363

For further information about Extension, please contact:

Director of Extension  
714 West California Boulevard  
Pasadena, California 91105  
(818) 397-1373 or 397-1375

## THE COLLEGE

### An Overview

The B.A. in Human Development offers an upper division program focused on young children, their families, and the social contexts in which development takes place. Practicum in Pacific Oaks Children's School is available as part of the B.A. program. Students interested in public school teaching may enroll simultaneously in a credential program.

The M.A. in Human Development is offered for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, knowledge of the social and political contexts of development, communication skills, and research. A master's project, which is an original contribution to knowledge and understanding based on field experience, is required for the degree. Students interested in public school teaching may enroll simultaneously in a credential program. The M.A. in Marriage, Family and Child Counseling expands the students' competences in counseling families with young children.

Credential programs are also open to graduate students not enrolled in the M.A. program. Pacific Oaks offers the California Multiple Subject Teaching Credential (elementary) and special Education Credentials (Learning Handicapped and Severely Handicapped).

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 programs at P.O. include a field work or practicum component.

Pacific Oaks 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. Small size 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 College, serves approximately 500 students on campus and in outreach. The full time faculty is comprised of 8-10 College only, and 6 who also teach in the Children's School. There are 15-20 adjunct faculty members each semester. Outreach is served by local coordinators teaming with faculty from Pasadena. The Pacific Oaks/Little School in Seattle has a full time Pacific Oaks faculty member and 8-10 adjunct faculty on location.

The academic year includes two semesters, Fall and Spring; two time frames, Weekday and Weekend; on-campus and outreach locations; and a six week summer session. One week Intensive sessions are also offered in January and August.

## Locations, Timeframes, and Services for College Programs

### 1. Pasadena Weekday College

All degrees, programs and specializations are offered on the Pasadena campus during Fall and Spring semesters. Some degrees and programs are available during Summer session.

The fall semester begins early September and ends mid-December (15 weeks). The spring semester usually begins the first week of February and ends near the end of May (16 weeks including a one week spring break). Each class is offered in 3 hour blocks once a week with a few exceptions. Most classes are scheduled from 4:00 PM to 6:45 PM or 7:00 PM to 9:45 PM. Some 1 unit required classes in special programs are offered as weekend workshops, and a few classes may be offered from 9:00 AM to 11:45 AM or 1:00 PM to 3:45 PM. Practicum and student teaching occur mornings and afternoons. Please indicate on your application and registration form that you plan to *primarily* attend Weekday College.

### 2. Weekend College

Courses of study which may be completed by attending weekends only except for practicum and student teaching are:

- B.A. and B.A./ABLE
- M.A. and M.A./ABLE
- Bicultural Development Specialist
- Multiple Subject Teaching Credential

Specializations within the M.A. degree and M.A./ABLE programs which may be completed by attending mostly Weekend College are:

- Child Care
- Early Childhood/Developmental Education
- Work with Infants and Toddlers
- Leadership in Education and Human Services:
  - Administration/Supervision
  - College Teaching/Teaching Adults
  - Parent/Community Work

Degrees where more than 50% of the courses may be taken in Weekend College are:

- Marriage, Family and Child Counseling (MFCC)

Programs where less than 50% of the courses may be taken in Weekend College are:

- Clinical Child Development Specialist
- Special Education Credential

Some courses will be offered on three full weekends (Saturday/Sunday) and some will be offered six full Saturdays or Sundays. All these degrees, programs, and specializations are also available through the College's Weekday programs. Students primarily in the Weekday College may participate in classes scheduled in Weekend College. Weekend College students will, however, have priority.

Weekend College is based in Pasadena. However, within a 200 mile radius of Pasadena it may be possible to schedule Weekend College classes in other communities if there is an enrollment of 15 or more full credit students. Interested students in an area should organize to make a formal request to the Dean of the College, indicating the course(s) they would like offered and the students who would enroll.

Please note on your application form and registration form if you plan to attend *primarily* Weekend College.

### 3. Summer Session

Pasadena summer sessions begin in the middle of June and end at the end of July (6 weeks). Depending upon the number of units required, it may take from two to four summers to complete a degree. The general M.A., some M.A. specializations, B.A., M.A./ABLE, B.A./ABLE, and Credentials may be completed by attending summers only.

Three unit classes are offered twice a week on two consecutive days for 4 hours throughout the day. Most classes fall in the following time slots: 10:00 AM to 1:45 PM, 2:00 to 5:45 PM, or 6:00 to 9:45 PM.

Weekend classes are also offered during summer session.

### 4. Intensive Sessions

Winter session offers three weeks of one-week Intensives beginning the first week of January. Summer session offers three weeks of one-week Intensives beginning the first week of August. Three weeks of Intensives are offered in Seattle in July. A typical 3 unit Intensive meets daily for five successive days, 9 hours per day. When you register, you may receive information about reading or other preparation to be done in advance. Some Intensives may require a follow-up project. Students who do not register early are likely to have make-up work to complete after the week of classes. Registration forms are found at the end of the catalog. Please follow instructions and fill out completely. Tuition payment need not accompany registration forms.

Students may use 9 units of Intensive work toward their degree. Students who wish to pursue more than 9 units of college work through Intensives should submit a written request to their advisor. The advisor will make her/his decision based upon the student's performance in other courses.

### 5. Outreach

Pacific Oaks outreach programs are designed primarily for M.A. students. However, persons with the goal of a B.A. and/or teaching credentials may find that the program meets their needs, if: 1) they are mature, self-directed learners; 2) they are strongly attracted by Pacific Oaks' emphasis on young children and families; and 3) they are looking for a part-time program to be integrated with work and personal life.

Outreach classes are offered by Pacific Oaks faculty and alumnae/i in the San Francisco Bay area, Oregon, and Washington.

Most outreach classes are offered in the following time sequence: 8 hours each, Saturday and Sunday, at the beginning and end of the semester; and three 4-5 hour Saturday classes between the two full weekends. One class is offered at each outreach location in Fall and in Spring semesters. In Seattle, three one-week Summer intensives are also offered in July.

Outreach students may take up to 21 of the 30 units required for the M.A. in outreach courses. Outreach students must participate in 9 semester units on the Pasadena campus.

Applications and application materials should be sent directly to the Office of Admissions at Pacific Oaks, with a *copy* of the application form to the local outreach coordinator. The registration form should be sent to the local outreach coordinator. Please note on the application and registration form that you are an outreach student.

Pacific Oaks Central Outreach Advisor and Coordinator:

Betty Jones  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, California 91103  
(818) 795-9161

Local Outreach Coordinators:

**San Francisco/Bay Area**

Mike Marsh  
6421 Telegraph Avenue  
Oakland, California 94609  
(415) 547-3529

**Seattle**

Barbara Daniels  
12425 N.E. 39th Street  
Bellevue, Washington 98005  
(206) 881-2545

## 6. Cluster Classes

Cluster class options are a special form of outreach. They consist of 15 or more students, often from one or two agencies, wanting to obtain a degree by attending the same classes during their outreach curriculum. Such clusters are formed by local initiative. In Seattle, Portland, and the San Francisco Bay Area, a potential cluster representative should approach the local coordinator. Cluster representatives outside of the established outreach sites should contact the Central outreach coordinator.

Please note on the application and registration form that you are *primarily* a cluster student and in which location. Follow outreach application and registration procedures unless you have been assigned a special cluster coordinator.

In San Diego, where a cluster is being formed and fall and spring classes are planned, interested students should contact:

Joe Ann Dugger  
439 Glenmont Drive  
Solana Beach, California 92075  
(619) 755-4373

## 7. Independent Study Off Campus

Exceptionally self directed, professionally advanced, and mature students located away from the Pasadena and outreach sites may complete up to 1/2 of their B.A. or M.A. requirements by independent study.

Some outreach students may accelerate their program by combining outreach and independent study. A student located within an outreach area may do 9 units of independent study concurrently with outreach classes. Independent study students must participate in 9 units of instruction at the Pasadena campus. Work within HD299 Master's Project will not count as an on-campus activity if students participate in any off-campus independent study.

Admission to and participation in the independent study option must be approved by the off-campus independent study coordinator, Betty Jones.

## Cooperative/Exchange Programs

### Branch Campus: The Little School of Seattle

The Pacific Oaks/Little School in Bellevue, Washington, has Branch campus status. The Little School offers open-

structure educational programs for children from 3 to 13 years of age. Pacific Oaks/Little School offers the Multiple Subject Teaching Credential under the Ryan Act. A B.A. is required before acceptance as a student at the Little School.

The Little School has a separate application process and an equivalent curriculum to that at Pacific Oaks in Pasadena. It is a rigorous, full time, graduate level program over a nine month period. Students who complete the Credential program at the Little School may transfer 15 graduate level units into the Pacific Oaks M.A. degree (through programs in Outreach, Weekday, Summer, or Weekend College).

Pacific Oaks faculty at the Pacific Oaks/Little School is:

Jeanne Strong-Cvetich  
The Little School of Seattle  
2812 116th N.E.  
Bellevue, Washington 98004  
(206) 827-8708

### 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. For further information, contact the Office of Admissions.

Pacific Oaks adjunct faculty at Kyushu Otani Junior College is: Mary Beth Lakin.

## Practicum In 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, especially implementation of learning through practicum.

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, 6 full time Master Teachers, and 3 part time faculty. Cultural, ethnic and socio-economic differences are represented in all programs. In any one semester there may be between 20 and 40 college students taking a practicum or enrolled in seminars in the Children's School. Some of these students are Teaching Fellows who assist a Master 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.

Participation in practicum placements in the Pacific Oaks Children's programs is included in the B.A. and Credential programs, and some M.A. specializations. Please consult the description of degrees, programs, and specializations. The Dean of Children's Services is in charge of all practicum placements in the Children's School.

### Teaching Fellow and Practicum Student Schedules

1. All practicum students have varied hours. A minimum of 135 hours is required during the semester.
2. Teaching Fellows
  - a. Infant/Toddler Program: Teaching Fellows are required to attend the program every day, Monday through Thursday, and on Saturdays during the Spring semester.

Daily required hours: 9:00 AM to 1:00 PM, 2 Teaching Fellows.

- b. California Yard/Two Year Yard: Teaching Fellows are required to attend the program every day, Monday through Thursday.

Daily required hours: 9:00 AM to 1:00 PM, 2 Teaching Fellows.

- c. Preschool Program: Teaching Fellows are required to attend the program every day, Monday through Friday.

Daily required hours: 8:30 AM to 1:00 PM, 4 Teaching Fellows.

- d. Kindergarten Program: Teaching Fellows are required to attend the program every day, Monday through Friday. Daily required hours: 8:30 AM to 2:00 PM, 2 Teaching Fellows

- e. Adventure Yard/Primary Program: Teaching Fellows are required to attend the program every day, Monday through Friday. Also, a 3 day camping trip at the end of the school year is mandatory.

Daily required hours: 8:30 AM to 3:00 PM, 2 Teaching Fellows.

The above listed daily required hours include set-up, clean-up, and daily staff meetings. All Teaching Fellows are also required to attend all orientations (Fall and Spring) and the weekly seminars. Teaching Fellows might also be asked to participate in other program-related functions such as parent meetings, potlucks, etc.

### **Infant/Toddler/Parent Center**

This program is designed to serve children from birth to age two, and their parents or caregivers. 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, anti-bias curriculum is geared to the developmental needs of the children, based upon 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 years. 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 House Child Care Center**

Burgess House is a full day program designed to meet the complex needs of working families. Children from 2 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 caretaking 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 to facilitate optimal communication between home and school. The child care staff has a serious commitment to working in cooperation with parents.

### **Pepper House After School Care**

This program is offered to meet the needs of working parents of school age children (5 to 9 years). There is an emphasis on a relaxed home-like atmosphere. Peer group relationships are an important part of the curriculum. A variety of activities such as crafts and games are offered daily. The individual needs of children and families are a major focus.

### **Admissions for Children**

Children are admitted to the school by an Admissions Committee which considers diversity of all kinds to achieve a balance in each group. Some scholarship money is available for Children's Programs. Additional information about the programs, admissions, and scholarships may be obtained by writing:

Chris Lamm, Dean of Children's Services  
Pacific Oaks College  
714 West California Boulevard  
Pasadena, California 91105

## **PACIFIC OAKS EXTENSION**

Pacific Oaks Extension offers a wide range of courses within the Pacific Oaks mission to young children, their families, and others who directly or indirectly affect the quality of life for young children.

Pacific Oaks College has always recognized that each student is unique, whether child or adult. Over the past 40 years, Pacific Oaks has endeavored to meet students' various learning style and instructional needs through a wide variety of programs. As a complement to on-campus classes offering full college credit, the Pacific Oaks Extension Service organizes courses in many locations from San Diego to Seattle.



Pacific Oaks Extension courses are designed to meet the needs of working professionals with convenient times, locations, dates, and small class sizes. Extension courses are offered at undergraduate and graduate level.

Extension provides an exceptional opportunity to earn up to 30 units of transfer credit toward a degree at Pacific Oaks. These credits *do not* fulfill the residency requirement for Pacific Oaks degrees, nor do they satisfy the requirement for 36 units of general education courses needed for admission to undergraduate programs at the college. However, these Extension credits are an excellent means of progressing toward a degree. All requests addressed to the Extension program except as noted should be sent to:

Pacific Oaks Extension  
714 West California Blvd.  
Pasadena, CA 91105

### **Pacific Oaks Extension Individual Guided Study**

Individual Guided Study students work under the guidance of qualified instructors, within a unique structure. Using standard texts and materials, the student covers the general body of course information, sending lessons to the instructor for feedback. At the same time, an on-going dialogue between the instructor and student permits the instructor to furnish prescriptive reading materials, design individualized assignments, and act as a sounding board for the student's ideas and growing understanding of the course work.

Throughout the four-month course, the instructor designs a number of practical assignments for the student. These tasks relate directly to the student's work with children, families, and/or other professionals. The student reports on his/her progress on practical assignments during regular conversations with the instructor. Both text and practical assignments are considered in the instructor's evaluation of the student's work at the end of the course. *Coordinator:* Melinda Chase Holt, M.A.

### **Pacific Oaks Extension Small Group Guided Study**

Small Group Guided Study courses are designed to provide in-service training for small programs. Groups of three or more staff members can enroll in a course together, working with the same instructor on the same schedule through the four-month class.

The Small Group Guided Study program offers the same courses as the Individual Guided Study program, but in a slightly different format. While each student in a Small Group course works on the text assignments independently, the practical assignments are planned by the group with the instructor, and are completed co-operatively. In Small Group Study courses, the practical assignments have substantial impact on the program, since each staff member enrolled in the course implements the theoretical material being studied, and evaluates the results. In Small Group Study, conversations with the instructor are group ventures, and the instructor functions in a slightly more traditional teaching role, guiding and moderating the discussion.

Within the Small Group Guided Study option, the Pacific Oaks philosophy is implemented through individualization, on-going evaluation, and especially the personal involvement of the instructor. For information please contact the local coordinator: Melinda Chase Holt, M.A.

### **Pacific Oaks Extension Alcohol Drug Studies Program**

In respect to the Mission Statement of Pacific Oaks College, the Alcohol Drug Studies program is designed to promote a greater understanding of the impact and influence of alcoholism and drug addiction on children, families and society at large.

Pacific Oaks College Extension offers a comprehensive nine-month course of study in the field of substance abuse/dependency counseling. Course material covers a wide range of theories and techniques, including family systems, traditional psychodynamic and 12 Step approaches, with an emphasis on integration. Classes are small and are flexibly scheduled. Upon completion of the program the learners will receive a certificate from Pacific Oaks College Extension which recognizes them as a "Certified Substance Abuse Counselor" (CSAC). The learner will also be academically eligible for credentialing from the California Association of Alcoholism and Drug Abuse Counselors (CAADAC). For admission and information contact:

Ventura Hernandez, M.A. (818) 795-9161 Ext. 74 or  
(213) 452-3341

### **Pacific Oaks Products**

Pacific Oaks Extension distributes child and adult developmentally appropriate learning tools. For information contact the Director of Extension at Pacific Oaks or Mike Marsh, M.A., 6421 Telegraph Avenue Oakland, CA 94609 (415) 547-3529

### **Child Development Associate (CDA)**

Pacific Oaks College Extension assists childcare workers in obtaining Child Development Associate certification. For information contact:

Gwen Morgan-Beazell, M.A.,  
3109 Dianora Drive,  
Rancho Palos Verdes, CA 90274  
(213) 377-4620 or (714) 667-3482

### **Pacific Oaks Extension Locations**

Extension classes can be offered throughout California, Oregon, and Washington. Some Extension classes have been offered in Arizona, Alaska, and Nevada. With sufficient student or agency interest, Extension will expand its present services.

For information about Pacific Oaks Extension opportunities, in outreach locations, contact the local coordinators:

#### ***San Francisco Bay Area:***

Mike Marsh  
6421 Telegraph Avenue  
Oakland, CA 94609  
(415) 547-3529

#### ***Portland, Seattle and the Northwest:***

Barbara Daniels,  
12425 S.E. 39th Street  
Bellevue, WA 98005  
(206) 881-2545

#### ***San Diego:***

Joe Ann Dugger and Sandy Tucker  
439 Glenmont Drive  
Solana Beach, CA 92075  
(619) 755-4373 (619) 726-4752

#### Orange County:

Chris Butler  
13061 Lapson Ave. #88  
Garden Grove, CA 92640  
(714) 740-1813

In the Los Angeles area and outside of the outreach areas, contact: Patricia Koestler, (818) 397-1300

## Continuing Education Units For Nurses (CEU)

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 the Registrar has determined to meet the requirements for continuing education units are marked with an asterisk (\*) in the Schedule of Classes.

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.

## COMMUNITY SERVICE

Pacific Oaks classes are open to the community on a space-available basis. People may audit or take a class for College or Extension credit as a special student.

Educational events offered include "The Burgess Lecture" with a nationally known expert in the field of Early Childhood Development.

*As preparation for CBEST, Two Special Courses in Math, Reading, and Writing are regularly offered*

Easy Steps to Mastering Everyday Mathematics and Communicating for Success.

Classes are offered on Saturday, for a total of ten sessions. Classroom sessions are 4 1/2 hours each.

For further information, contact: Mae Pendleton Cowan, (818) 795-9161.

Cost per course: Audit, \$150.00 (no credit - attendance only) Credit, \$195.00 (3 extension semester units)

For more information about Extension units, contact: Patricia Koestler, (818) 397-1300.

This public service project is sponsored by Pacific Oaks College.

## DEGREES, PROGRAMS, AND SPECIALIZATIONS

Pacific Oaks College offers upper division courses leading to a B.A. degree in Human Development; graduate courses leading to two M.A. degrees: Human Development and Marriage, Family, and Child Counseling; courses of study leading to two teaching credentials: Multiple Subject Teaching Credential and Special Education Teaching Credentials (Learning Handicapped and Severely Handicapped); and a Post-Graduate Certificate.

The College offers two specializations at the B.A. level: Early Childhood Education/Developmental Studies and Lactation Consultant. However, students in cooperation with their advisors, may design a study program directly meeting the student's needs and interests.

B.A./ABLE (Assessment By Life Experience) offers students an opportunity to document, through presentations, papers, and products, up to 30 lower division and 30 upper division units based on their learning from life experiences.

The M.A. in Human Development degree provides students the opportunity to design their own program.

M.A./ABLE (Assessment by Life Experience) offers students an opportunity to document competence equivalent to a B.A. degree from Pacific Oaks to begin graduate studies (up to the equivalent of 30 units).

The M.A. in Marriage, Family, and Child Counseling provides students with the educational qualifications for the M.F.C.C. Licence.

The College also offers three *programs* in the M.A. curriculum: Clinical Child Development, Bicultural Development Specialist, and Lactation Consultant.

The option to do a *specialization in the M.A. program* is also available. The specializations are: Child Care; Early Childhood/Developmental Education; Infants and Toddlers; Leadership in Education and Human Services; Administration/Supervision, College Teaching/Teaching Adults; and Parent/Community Work.

## Curriculum

The curriculum in Human Development for all 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 including Fieldwork or Practicum. Each of these areas except research 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. Students are expected to take at least one approach class in the first semester at Pacific Oaks. We recommend students take the Communications class and either Social and Political Contexts of Human Development or The Life Cycle, but not both concurrently.

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 approach classes.

Requirements for all students are:

Approach Classes: by competence area:

Especially in outreach, approach requirements may sometimes be met by classes with different titles. These will be indicated in the course description as *equivalent classes*.

1. The Life Cycle - 3 units (LC)
2. Social and Political Contexts of Human Development - 3 units (D)
3. Communication Skills Workshop - 1 unit (C)
4. Research (R) - no specific approach class. Research work is integrated into other classes.
5. Working With Children or Working With Adults - 3 units (I)

## B.A. Degree Requirements

A total of 124 units is required to earn the Bachelor's degree. A minimum of 30 of those units must be earned in regular Pacific Oaks classes. (This includes Outreach but not Extension coursework). These 30 units must be in Human Development and must include:

The Life Cycle - 3 units  
Social and Political Contexts of Human Development - 3 units

Communication Skills Workshop - 1 unit  
Working With Children or Working With Adults - 3 units

Research - may be done as a course or paper in another class.

Two practica in children's programs

(Experienced students may be able to waive the second practicum by petition. This may be done only after the student has successfully completed the first practicum. The petition procedure requires the approval of the Master Teacher of the first practicum and the Dean of Children's Services.)

## Transfer Requirements for the B.A. Degree

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 and not more than 70 lower division transferable college semester units with at least a "C" average. Units below 60 must be lower division, units between 60 and 70 may be lower and upper division units, and units above 70 must be upper division. These lower division units need to be in four basic areas as follows:

### English/Speech:

a minimum of 9 semester units including English Composition.

### Natural Science and Math:

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

### Social Science:

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

### Humanities:

a minimum of 9 semester units

The following is a partial listing of the types of courses currently acceptable in each of the four basic areas. Courses acceptable as electives are also broadly defined:

#### 1. English/Speech

Composition	Drama	Literature
Creative Writing	Journalism	Oral Interpretation
Debate	Linguistics	Speech

#### 2. Science & Math

Algebra	Geography	Physical Anthropology
Astronomy	Geometry	Physical Geography
Biology	Health	Physics
Calculus	Math (any college level course)	Physiological Psychology
Chemistry		Statistics (Mathematical)
Ecology (Physical)	Nutrition	Zoology

#### 3. Social Science

Archaeology	Ethnic Studies*	Political History*
Child Development	Economics	Political Science*
Cultural	Nursery School	U.S. History*
Anthropology	Administration	
Psycholinguistics	Statistics (research in	
Sociology	Social Science or	
Psychology	Psychology)	
	Women's Studies*	

Most Early Childhood Education courses.

\*Sometimes counted in the area of Humanities due to course content.

#### 4. Humanities

Art (Fine or applied)	History (Intellectual or cultural)	Philosophy
Drama		Religion
Foreign Language (intermed. or advan.)	Literature	Logic
	Music (theory or applied)	
	Nursery School	
	Lang. Arts	

#### 5. Electives

Foreign Language (intro. Level)	Home Economics	Health Education
	Physical Education	Studio Art

Most other types of courses that are not covered in the other areas. Courses generally not accepted for transfer:

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

Applicants who meet all BA admissions requirements and have more than 70 lower division units, including a full program (usually at least 20 semester units) in Early Childhood Education from a single community college, may submit a description of that work, with letters of reference from that program's faculty, to be reviewed as evidence of competence equivalent to up to 24 additional lower division units. MA ABLE students may gain up to 30 additional lower division units through this same process. The Admissions Committee will review the faculty recommendations and program description to determine if the student will be granted additional units. A fee of \$15 is charged to offset the costs of processing the required paperwork.

If a student has more than 15 units in any one general education area, and less than 9 in another, 3 units may be transferred from the over-15 area to the other. This may be done on a *one-time* basis only. The Registrar is the one who officially makes this transfer, however, the advisor may make this recommendation.

Pacific Oaks Extension units may be counted as upper division. They do not, however, count towards the 30 Human Development units or regular Pacific Oaks classwork that is required for any degree.

A maximum of 94 units (at least 24 of them upper division units) may be transferred into a B.A. degree program.

Applicants who meet all BA admissions requirements and have additional work in an Early Childhood Education program in a community college may submit a description of that work, with letters of reference from that program's faculty, to be reviewed as evidence of competence equivalent to up to 30 upper division units. For the BA/ABLE, these

units are recorded on the transcript with appropriate titles, and an assessment fee of \$10 per unit (maximum \$300) is made for the assessment.

Transcript evaluations are available for a fee of \$20.00 (which is applicable toward the \$30.00 admissions application fee). Official transcripts should be sent directly from all colleges attended to the Director of Admissions at Pacific Oaks, or hand carried by the student in a sealed envelope from the College of origin. Unofficial transcripts will not be evaluated.

## Options for Earning Transferable Units

Students who have, or are in the process of completing the 36 General Education requirements may participate in Pacific Oaks Extension classes to earn lower and upper division transfer units. Students lacking general education requirements and/or necessary units may take CLEP (College Level Exam Program) tests to acquire units. (See Admissions Office for information.)

Students lacking in general education requirements or in admissions units often take coursework at another institution (or do CLEP testing) concurrently with their Pacific Oaks coursework.

If the student has completed the national CDA certification program, up to 30 upper division units can be transferred into her/his program without charge. (There is a charge for having CDA work translated into units. Check with the Extension Office for specifics.)

Students who have done Montessori training or been through a program for nurses may be able to have their training translated into units. Contact the Registrar for details.

Regular B.A. Students can petition for up to 6 units of either lower or upper division work on the basis of previous work experience. Documentation to support the petition is required. Forms can be obtained in the Registrar's Office. If the units are to count for upper division work, they must be paid for at the regular cost per unit.

## B.A./ABLE Program: Admission by Life/Work Experience

To be considered for admission to the B.A./ABLE program, a student must:

1. have completed at least one full year (30 units) of college credit.
2. be over 30 years of age,
3. have 3-5 years of professional-level work in a human services position.
4. complete the regular application for admission to Pacific Oaks, and,
5. submit detailed evidence of what you have achieved professionally, as justification for the request to waive part of the usual academic requirements for the B.A. This evidence should take the form of: 1) a written narrative describing work done, responsibilities held, ideas put into practice, and what was learned in the process; and 2) references from people for whom you have worked, stating their perceptions of your skills and personal qualities and the verifying levels of responsibilities held.

Students in the B.A./ABLE program may waive up to 30 lower division units through the documentation process. Documentation requires analysis of one's work or other life experience, which may be credited as work experience or specified to meet selected general education requirements, in 3 to 6 unit blocks. There is no charge for lower division credit, and it is not recorded as classes on the student's transcript but as achievements in the B.A./ABLE class evaluation.

Up to 30 upper division units may be earned through documentation. These units are recorded on the transcript with appropriate titles and are paid for at the assessment tuition rate of \$50.00 per unit. In addition, a minimum of 34 units in regular Pacific Oaks classes (including the 1 unit Assessment class) must be completed for the B.A.

Students with less the 30 to 60 units may seek credit by examination (CLEP Tests); enroll at Pacific Oaks as special students; enroll in another college to complete these units; or enroll in Pacific Oaks Extension courses.

Completion of the ABLE seminar and a minimum of 60 units which must include the general education requirements are needed for a student to go from Provisional Admittance to Regular Admittance in the B.A. program. These 60 units may be a combination of lower and upper division units, CLEP units, and documented units.

When the B.A./ABLE student has a total of 90 units, s/he has completed all the documentation that can be accepted. At that point the student is required to complete 34 units of regular Pacific Oaks coursework, 30 units of which must be to meet graduation requirements. (Exceptions can be made for B.A./ABLE credential students who document and pay for upper division Human Development units. Then up to 8 units of regular coursework may be taken in Education.) See B.A. degree requirements for further details.

Students who will need financial aid must take the Assessment class immediately upon admission. Financial aid will be granted for regular classes, including the Assessment class, *but not* for payment of the demonstrated units in the Assessment class. The Assessment class must be taken in the student's first semester or immediately following provisional admission.

Occasionally a student decides while or after taking the ABLE seminar that s/he is in the wrong degree program. *Students who are receiving financial aid and who switch from the regular B.A. or B.A./ABLE to the M.A./ABLE program face major changes in their financial aid packet.* Any student considering such a switch needs to talk with the Financial Aid Officer before making any change.

## M.A. Degree Requirements

Between 30 and 57 units, depending upon program requirements (see program descriptions), are required to earn the Master's degree.

Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, communication skills, knowledge of multi-cultural non-bias 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.

Thirty units of regular Pacific Oaks classwork (this may include Outreach but not Extension) must be taken to fulfill the requirements for the general M.A. Programs and specializations at the Master's level may have additional unit requirements as outlined below.

No units can be transferred into the student's M.A. program from other institutions.

For every Master's program, general or specialized, the following coursework must be completed:

- The Life Cycle - 3 units
- Social and Political Contexts of Human Development - 3 units
- Communication Skills Workshop - 1 unit
- Working With Children or Working With Adults - 3 units
- Research - may be done as coursework and as Master's Project.
- Master's Thesis or Project.

If a student's B.A. was received at Pacific Oaks, your advisor will assist you in selecting appropriate equivalent courses for any approach and other required courses you have already taken, unless the advisor recommends you repeat the course at a more advanced level.

## M.A./ABLE Program: Admission by Life/Work Experience

Students in the M.A./ABLE Program are people who have earned 60 semester college units or more, but do not have a Bachelor's degree. In the M.A./ABLE Seminar, they must document that their life/work experience has given them knowledge and skills equivalent to a B.A. in Human Development from Pacific Oaks. The minimum 60 units transferred in for admission to the M.A. degree program must meet the transfer requirements for the B.A. degree (see page 7). To be considered for admission to the M.A./ABLE program, a student must:

1. have completed at least two full years (60 semester units) of college credit,
2. be over 35 years of age,
3. have 5-7 years of leadership/professional-level work in a human services position, assuming increased responsibilities during this time and demonstrating the ability to function effectively in a complex setting,
4. complete the regular application for admission to Pacific Oaks,
5. submit detailed evidence of professional achievements as justification of the request to waive part of the usual academic requirements for the M.A. This evidence should take the form of: 1) a written narrative describing the work done, and responsibilities held, ideas put into practice, and learning that has taken place in the process, and 2) references from people for whom you have worked, stating their perception of student skills and personal qualities and verifying the level of responsibilities the student has held.
6. be able to demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community, and
7. have the ability to conceptualize and theorize about your work and your understanding of human development.

Students in the M.A./ABLE program must demonstrate 30 upper division undergraduate units through the documentation process. Competence in general education, as required for admission to the B.A. program, and competence in all areas required for the B.A. in Human Development must be demonstrated through documentation or coursework. Applicants who hold the CDA credential may submit the documentation and analysis of work-based learning completed in the CDA process as partial evidence of competence toward waiver of the B.A. in Human Development. This is done in the Assessment class, which is required of all M.A./ABLE applicants. Montessori and RN training can also be assessed.

The assessment consists of 30 units or less depending on the number of units transferred in, and the cost for each unit is \$50.00. Assessed units will appear on the student's transcript. Note that M.A./ABLE students do not earn a B.A. degree. The degree requirement is waived on the basis of documented experience, and the student is admitted directly into graduate standing.

Competencies to be demonstrated in the M.A./ABLE assessment class (1 unit) are:

1. early years theory, - 3-6 units
2. later years theory, - 3-6 units
3. work with behavioral data - 3-6 units
4. constraints on human development - 3-6 units (this includes: racism, sexism, classism, ageism, etc.)
5. working with people or practicum - 3-6 units
6. sensory experiences - 3-6 units

A minimum of 33 Pacific Oaks units is required through the M.A./ABLE program to earn the M.A. (This includes 1 unit for the Assessment Seminar.) Depending upon the number of units that are transferred in, some students will take 36-42 units to complete their degree. Completion of some specializations within the M.A. degree program will require additional units.

Students with less than 60 units may seek credit by examination (CLEP Tests); enroll at Pacific Oaks as special students, enroll in another college to complete these units; and/or enroll in Pacific Oaks Extension.

A total of 70 lower division units may be transferred into a M.A./ABLE program. Upper division units from other colleges can be counted toward the 60 required units if the general education requirements are met.

If a student has more than 15 units in any one general education area, and less than 9 units in another, 3 units may be transferred from the over-15 area to the other. This may be done on a *one-time* basis only.

Pacific Oaks Extension units may be counted as either upper or lower division transfer units.

The total number of Pacific Oaks units that an M.A./ABLE student must complete to earn her/his degree is determined by following formula:

# of Units Transferred to Pacific Oaks	# of ABLE Units to Complete at Pacific Oaks
60	M.A. Requirement +12
80	M.A. Requirement + 9
100	M.A. Requirement + 6
120	M.A. Requirement + 3

The number of additional units will depend upon the number of units required in a program. If the sum of program units and ABLE units exceed 42, the ABLE units beyond 42 units will be waived.

## M.A. Thesis/Project Process

1. Decide on topic.
2. Talk with faculty about being chair for the M.A. thesis/project committee.
3. Work with faculty chair on the proposal (may be done in conjunction with a thesis support group or class).
4. Think about other members: 1 faculty and 1 outside member.
5. When you and your chair decide it is time to ask the other people to read a proposal you think is ready, ask the others to be members and give them the proposal to read.
6. When all members and students agree that the proposal is acceptable, get an "Advancement to Candidacy" form from the Registrar, and then follow instructions (include your proposal). When this is turned in to the Registrar, you may legitimately call yourself "M.A. candidate, thesis pending."
7. Register for 3 units of HD299, each semester.
8. Continue to work with the chair. Ask others to read when you and the chair agree a review is needed.
9. Apply for graduation on time.
10. Thesis must be signed and in the library or on the Dean's desk at least 15 days prior to graduation in order to graduate in the category M.A.

Please note that the committee chair and one faculty representative must be from Pacific Oaks College or Children's School. By special permission faculty representation may be a highly qualified staff member with a M.A., equivalent, or higher degree. Some Faculty Emeritae are available for committee membership. Please contact the Dean of the College for information.

## ADVANCEMENT TO CANDIDACY

Most students apply for candidacy after having completed one-half or more of their coursework toward the degree, by submitting an approved project proposal. However, students may apply at any time during their program when they have drafted a proposal. The proposal must be signed by the chair of the thesis committee, one faculty member and one outside member. Students must be advanced to candidacy before registering for HD299 Master's Project. Students must enroll in 3 units of HD299 each semester they work on their project with their project chair. Students may enroll in a project facilitation course (such as HD276, HD277, or HD295) as a substitute for one semester or more of HD299.

If a thesis student is not enrolled in HD299 or any course, the student *must* file a "Leave of Absence" form with College Records. If a student is absent without leave, s/he must apply and pay for readmission. A student must, however, be enrolled in 3 units of HD299 in the semester in which the project is completed.

One thesis support course is considered a regular elective in the unit count toward the degree. One semester of HD299 may also be counted towards the units for the degree. More than 3 units of HD299 and 3 units of a thesis facilitation course will be credited in excess of 30 degree units.

Students in special programs such as the M.F.C.C. and Credential programs will need to abide by program guidelines regarding units for the thesis.

M.A./ABLE students follow the same procedure as regular M.A. students.

## GRADUATION

Pacific Oaks Graduation ceremony is a celebration honoring students who have completed their degrees and/or programs. M.A. students must have their project in the Library by May 1 in order to qualify for clear M.A. graduation. M.A. students who have not completed their Master's Projects, but have been Advanced to Candidacy, may participate in the Graduation as "Thesis Pending" students.

Students who expect to complete their coursework in Summer or August may also participate in Graduation provided they have registered for their Summer/August courses and either paid, or have begun a payment plan, for these courses. Except for the previous two situations, all graduating students are expected to have their coursework completed.

Students should apply for Graduation by March 1. All students completing a degree or program must apply for graduation whether or not they wish to participate in the graduation ceremony. The College will attempt to honor late graduation arrangements until 14 days before Graduation, however, students who apply within 14 days of graduation will not have their names appear on the program.

The following categories appear on the Graduation program: M.A., M.A. Candidate, Thesis Pending; B.A.; Credential; and Postgraduate Certificate Program.

## MARRIAGE, FAMILY AND CHILD COUNSELING MASTER'S DEGREE PROGRAM

Graduation from this program enables the student to complete current educational requirements of the Board of Behavioral Science Examiners and apply for MFCC Intern registration with the Board.

Listed below are the Pacific Oaks MFCC courses which fulfill the 10 content area requirements of the Board of Behavioral Science Examiners (BBSE). Other courses, pending approval by the BBSE will be added to allow students to choose some elective courses in fulfilling the total number of units for this degree. Recent BBSE regulations require students entering the MFCC program after January 1, 1988 to complete 48 course units in addition to the thesis/project (3 units).

## MFCC Master's Degree Program

Entry between September 1986 and December 1987

Board of Behavioral Science Examiners Course Content Areas	Pacific Oaks Courses	Units
Human Biological, Social & Psychological Development	HD200 The Life Cycle	3
	HD400 Working with Children, or	3
	HD401 Working with Adults	3
Human Communication	HD283 Communication Skills	1
	HD232 Communication Skills and Individual Dynamics	3
Human Sexuality	HD237 Human Sexuality	3



Cross Cultural Mores and Values	HD235 Cross Cultural Mores & Values: Sociocultural Environments	3
	HD360 Racism and Human Development	3
Theories of MFCC	HD269 Personality Theories	3
	HD221 Theories of MFCC	3
Professional Ethics and the Law	HD225 MFCC: Professional Ethics and the Law	1
Psychopathology	HD282 Social & Political Contexts	3
	HD267 Psychopathology	3
Research	HD262 Research	1
	(HD276 Research & Project Dev.)	(3)
Survey of Psychological Testing	HD274 Survey of Psych. Testing	2
Practicum	HD224 MFCC Practicum I	3
	HD226 MFCC Practicum II	3
Chemical Dependency	HD374 Alcoholism & Chem. Dependency	1
Child Abuse (AB141)	HD253 Child Abuse Assessment & Reporting	1
	Master's Thesis/Project	1-3
TOTAL: 44-49 units		

### Spring 1988 and Later Entry

Below find four changes in the M.A. in MFCC degree effective for students entering Spring 1988 and thereafter.

1. Number of units: to meet the new BBSE requirements and strengthen the MFCC degree, students entering Spring 1988 and thereafter must do a minimum of 49 course units and a thesis/project (3 units minimum). Six units are not specified and may be chosen by the students among the courses listed below. The program additions are pending BBSE approval.

#### BBSE CONTENT AREA: Theories of MFCC

- HD323 Group Therapy - 3 units
- HD324 Survey of Specialized Therapies I - 3 units
- HD325 Survey of Specialized Therapies II - 3 units
- HD326 Therapy with Children - 3 units
- HD327 Seminar: Clients in Crises - 3 units

#### BBSE CONTENT AREA: Professional Ethics and the Law

- HD328 Relationships with Agencies, Institutions, & Professionals - 3 units

2. Ongoing practicum: students will be required to participate in ongoing practicum through their residence at Pacific Oaks. The College will not charge the students for the ongoing practicum after the two first practica, HD224A and HD226A, are completed. Students should sign up for the ongoing practicum as HD224B or HD226B, depending upon their need and recommendation by the program Director. Ongoing practicum will be listed on the transcripts without units.

Students may waive the "B" practica with the written consent of the Director of MFCC.

3. Prerequisites: students who enter the MFCC program without a strong background in psychology must enroll in a course addressing Introduction to Psychological Concepts in their first or second semester.
4. M.A. Project: the student's project will be applied to the appropriate BBSE content area - 3 units

## CLINICAL CHILD DEVELOPMENT PROGRAM

Experience working with children is a prerequisite to admission for this program.

The Clinical Child Development program is a 41 unit program upon completion of which a Master's degree in Human Development with a specialization in Clinical Child Development is awarded. In addition to completing course requirements for the CCD program, students are also required to complete three semesters of field work in a clinical setting which is approved by the Director of the CCD program. Current field placement settings include Cedars-Sinai Medical Center, Early Childhood Programs, Department of Child Psychiatry (11-month internship beginning in September and ending in July); Developmental Class, LACA Headstart (mainstream class of handicapped and emotionally disturbed and non-handicapped children); Home Safe Program (home visit mother/infant intervention program for infants at risk).

Applicants to the CCD program will need to complete an interview with the advisor prior to admission. We are interested in knowing why a student is interested in clinical work with young children; any experiences in your family of origin; experience working with young children; and thoughts about early intervention, psychotherapy, and their usefulness. If admitted to the program, provisional admittance status is in effect until 9 semester units (or three courses) have been successfully completed and a faculty review committee recommends full admission. Continuation and completion of the program depends upon satisfactory completion of all academic and field work, meeting Pacific Oaks' competence criteria, and payment of all fees prior to graduation.

There is very little latitude in choice of courses, so please see the advisor before registering each semester. Signing up for courses which are not needed or which will not satisfy the CCD requirements can be financially and practically wasteful.

## CCD Master's Degree Program

### Academic Year 1988-89

The following courses are required for the CCD program:

HD200 The Life Cycle	3 units
HD400 Working with Children	3
HD283 Communication Skills Workshop	1
HD282 Social & Political Contexts of Human Development	3
HD221 Theories of MFCC	3
HD289A Theories of Child Development in Practice (Fall)	3
HD289B Theories of Child Development in Practice (Spring)	3
HD285 Development of Bicultural Children	3
HD254 Authentic Infant/Competent Child	2
SpEd239 The Child with Special Needs	3
HD288 Developmental Assessment and Program Planning	3
HD280 Clinical Practicum/Seminar I	3
HD313 Clinical Practicum/Seminar II	3
HD314 CCD Diverse Practicum/Seminar	2
HD299 Master's Thesis/Project	3
HD253 Child Abuse Assessment (competency)	

TOTAL: 41 units

Program Director and Advisor: Virginia Kennedy, Ph.D.

## Combined CCD and MFCC Programs

Many students choose to combine the CCD program with the MFCC program. Completing both programs involves additional units. If you are interested in pursuing this option you need to apply to both programs. Combined CCD and MFCC students must see both advisors in order to avoid misunderstandings about course requirements and scheduling, and to enable each student to plan a program in the most effective way.

Students entering Spring 1988 may combine the CCD and MFCC programs as follows:

HD200 The Life Cycle	3 units
HD400 Working with Children	3
HD283 Communication Skills Workshop	1
HD282 Social and Political Contexts of Human Development	3
HD221 Theories of MFCC	3
HD224 or HD226 MFCC Practicum (I or II) (approved by both MFCC and CCD Director)	3
HD253 Child Abuse Assessment and Reporting (competency)	
HD289 A & B Theories of Child Development in Practice (equivalent to 6 elective MFCC units)	6
HD299 Master's Project (topic approved by both CCD & MFCC Directors)	3
<b>TOTAL COMBINED UNITS</b>	<b>25</b>

In addition, each specialization requires:

### CCD

HD285 Development of Bicultural Children	3
HD254 Authentic Infant/Competent Child	2
HD288 Developmental Assessment and Program Planning	3
SpEd239 The Child with Special Needs	3
HD280 or HD313 Clinical Practicum/Seminar	3
HD314 CCD Diverse Practicum/Seminar	2
<b>TOTAL CCD UNITS</b>	<b>16</b>

### MFCC

HD232 Communication Skills & Individual Dynamics	3
HD237 Human Sexuality	3
HD235 Cross Cultural Mores and Values	3
HD360 Racism and Human Development	3
HD269 Personality Theories	3
HD225 MFCC Professional Ethics and the Law	1
HD267 Psychopathology	3
HD262 Research	1
HD274 Survey of Psychological Testing	2
HD224 or HD226 MFCC Practicum	2
HD374 Alcoholism (competency)	
<b>TOTAL MFCC Units</b>	<b>25</b>
<b>TOTAL NUMBER OF UNITS FOR COMBINED PROGRAM</b>	<b>66</b>

phenomenon, the Bicultural Development Specialist program has been designed to specifically prepare teachers, social service providers, and Clinical Child and Marriage, Family and Child counselors with the necessary skills and training to effectively serve bicultural children and their families. The Pacific Oaks philosophy of bicultural development incorporates a perspective that views children of color in the United States, regardless of their specific racial and ethnic orientation, as sharing a commonality of experience. The commonality of experience focuses on the fact that children of color are: 1) raised simultaneously in two distinct cultural systems which are often in conflict, and 2) are subjected to a different set of socioecological realities than those of mainstream children. As a result, these factors play a major role in the development of bicultural children and therefore must be understood by those who work in bicultural community settings.

## Bicultural Development Specialist M.A. Program

Requirements are as follows:

HD200 The Life Cycle	3 units
HD282 Social & Political Contexts of Human Development	3
HD283 Communication Skills Workshop	1
HD400 Working with Children, or HD401 Working with Adults	3
HD285 Development of Bicultural Children	3
HD360 Racism and Human Development	3
HD427 Working with Bicultural Children, or HD235 Cross Cultural Mores and Values	(3)
HD220 Sociolinguistics: Issues of Language & Culture	3
HD416 Practicum: Bicultural Development	3
HD460 Seminar I: Ramirez & Castaneda's Theory of Cultural Democracy	
HD461 Seminar II: Implications of Parenting Bicultural Children	1
HD462 Seminar III: Freire's Pedagogical Model & Its Implications for Bicultural Specialists	1
HD299 Master's Thesis/Project*	
<b>TOTAL:</b>	<b>31 units</b>

\*Thesis: students completing the Bicultural Development Specialist program are required to do their Master's Project related to some area in the field.

*Program Director and Advisor:* Antonia Darder, M.A., MFCC, R.N.

## LACTATION CONSULTANT PROGRAM

Students admitted to the BA and MA programs may choose to specialize in Lactation. The graduate of the Lactation programs is prepared for the International Board of Lactation Consultants Exam.

All applications must be submitted to Pacific Oaks College on the Application for Admission form included in the Catalog.

A description of the curriculum may be obtained by writing or calling the Lactation Institute. All advising for the program will be conducted by Lactation faculty.

Ellen Shell M.A. and Chele Marmet, M.A.  
The Lactation Institute  
16161 Ventura Blvd., Suite 223  
Encino, CA 91436  
(818) 995-1913

## BICULTURAL DEVELOPMENT SPECIALIST PROGRAM

Demographers are predicting that by the year 2000 much larger segments of the country's population will be people of color. Already many of the nation's major urban centers such as Los Angeles, San Francisco, Chicago, Miami, and New York have school districts where the population of bicultural children comprises over seventy-five percent of the students enrolled. In light of this rapid shift in demographics, institutions must move toward meeting these changing needs. In an effort to address this



## 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 competence in the 5 areas required by Pacific Oaks (Life Cycle, Social and Political Contexts of Human Development, Communication, Research, and Implementation). Admission is granted based upon the student's development of an individual plan to meet these areas of competence requirements and to meet the student's own individual program of study. The certificate is awarded based upon the assessment and completion of 15 units of coursework. Assessment of competence and program planning will be conducted by the program advisor. These units may be taken in Pasadena or any of our outreach locations.

*Program Advisor:* Betty Jones, Ph.D.

## TEACHING CREDENTIAL PROGRAMS: MULTIPLE SUBJECT AND SPECIAL EDUCATION

*Director and Advisor of Credential Programs:* Mae Pendleton Cowan, Ph.D.

### Multiple Subject Teaching Credential Options

#### MSTC Degree Program

Students admitted to this program may complete requirements for the clear credential and the B.A. or M.A. degree simultaneously. Completion of the M.A. requires a master's project.

#### Multiple Subject Teaching Credential: Preliminary Credential

The Multiple Subject Teaching credential under the Ryan Act authorizes the holder to teach all subjects in a self-contained classroom. Holders of this credential teach most frequently at the elementary and early childhood level, although they may be found in any self-contained classroom at the preschool level, kindergarten, grades 1 through 12, or in classes for adults. A student may enroll in the credential program as a B.A. or M.A. credential student, or as a graduate student not enrolled in the M.A. program.

#### Summer Credential Program

Persons employed during the school year may arrange individualized programs concentrating both classroom experience and seminars in the summer. Two to four summers are typically required to complete the credential. This program begins each summer.

Teachers employed on emergency credentials may earn both summer and school year credit toward completion of graduate requirements.

#### Fifth Year/Clear Credential

A fifth year of study (which may be extended over several years and concentrated in summers if desired) is required to clear the credential and may be combined with a M.A. degree program.

Graduate students not able to study full-time may arrange individualized programs to meet credential requirements,

typically extending over two years. Ordinarily it is necessary to schedule student teaching during two or three semesters or summer sessions. By special arrangement, aides in public school classrooms may coordinate student teaching with their work.

All Preliminary Multiple Subject Teaching Credentials must be cleared with a fifth year of study consisting of a minimum of 24 graduate level units. To be recommended to the Commission On Teacher Credentialing for the Clear Multiple Subject Teaching Credential by Pacific Oaks, a minimum of 16 semester units must be done at Pacific Oaks.

### Multiple Subject Teaching Credential Program Requirements

The Multiple Subject Teaching Credential under the Ryan Act authorizes one to teach in a self-contained classroom, preschool through 12th grade. It is primarily considered an elementary school teaching credential.

Prerequisites to the Program (which may be completed after admission) are:

The Life Cycle - 3 units

Audio-Visual Workshop (or demonstration of competence)

U.S. Constitution course or exam

Communication Skills Workshop - 1 unit

Preliminary Credential requirements are:

A. A B.A. degree with either:

1. A diversified or Liberal Studies major which consists of 21 units in each of the following areas: English and Speech; Math and Science; Humanities; and Social Sciences. (Units may also be distributed as 18 in one area, 24 in another area, and 21 units each in the two remaining areas.)

Pacific Oaks does not offer this major. It may be transferred from another college or university.

2. Any other major with passing scores on both the Core Battery of the National Teacher Exam and the Core Battery Tests general knowledge of English, Social Studies, Literature, Fine Arts, Science and Math.

B. Passage of the California Basic Educational Skills Test.

C. Professional course requirements (15 units) including:

1. HD218 Piaget and Cognitive Development Theorists - 3 units
2. Elementary Curriculum Workshop:  
Ed220 Introduction to Curriculum Development:  
Science - 3 units  
Ed221 Curriculum Development: Mathematics - 3 units  
Ed222 Curriculum Development: Reading/Language Arts - 3 units  
(Arrange with Curriculum Workshop instructor(s) contracts to complete Audio-Visual, Professional Ethics, Health Education, and Classroom Management competences as needed.)
3. HD282 Social and Political Contexts of Human Development - 3 units

Field work Seminars (6 units):

1. HD400 Working with Children - 3 units
2. Ed223 Curriculum Development: Social Studies/Integrated Arts - 3 units

*Continued on page 14*

# APPLICATION INSTRUCTIONS

**Application Deadlines:** Pacific Oaks will accept applications as long as space is available. However, in order to facilitate the application process and to ensure timely processing of financial aid materials, we suggest the following application deadlines:

for Fall Semester:	June 1
for August Intensives:	March 15
for January Intensives or Spring Semester:	October 1
for Summer Semester or August Intensives:	March 15

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

## 1. APPLICATION FORM

Please note: information on ethnicity is voluntary; it is useful information (and often necessary) when collecting data for us in grant writing, financial aid resources, and other statistical uses.

Although you may participate in all of Pacific Oaks programs and time frames, you must designate your primary time frame and primary location.

2. **NON-REFUNDABLE FEE** of \$45.
3. **AUTOBIOGRAPHY** of approximately 500 words. Tell us something about yourself: your background, important events in your life, what you're doing now, what your goals are. This autobiography will be used as a writing sample.
4. **OFFICIAL TRANSCRIPTS** from all post-high school institutions attended. If any course work is still in progress, please indicate and send official verification of enrollment.
5. **3 LETTERS OF REFERENCE** from teachers, employers, and/or administrators who know you. Students applying for teaching fellowships must have at least 2 references from employers or supervisors.
6. **TUBERCULOSIS TEST:** Tuberculin skin test or X-ray is acceptable and must be on file before registering for first class. Test must be dated within the last two years.
7. **WORK AND VOLUNTEER EXPERIENCE SUMMARY.** Please submit information on a separate sheet of paper, listing positions, employers, ethnicity and ages of people with whom you worked, dates of employment (to/from), and a short description of your duties. A resume may be submitted in lieu of this work and volunteer experience summary.

## APPLICATION INSTRUCTIONS FOR FOREIGN STUDENTS

8. Foreign students **MUST** have their transcripts evaluated by International Education Research Foundation, Inc. before the transcripts can be used to determine admission. Forms can be obtained from the Admissions Office. The cost of this evaluation varies and must be paid for by the applicant.
9. All foreign students for whom English is a second language, with the exception of graduate applicants who have an undergraduate degree from an English speaking university, **MUST** take the Test of English as a Foreign Language (TOEFL) and submit the results to the Admissions Office. A student with a score between 400 to 550 will be considered for provisional admission and may be required to take additional English courses before becoming fully admitted. A score above 550 makes the student eligible for full admission. Information about TOEFL can be obtained from TOEFL/BOX 899/ Princeton, NJ 08541/USA.
10. Foreign students **MUST** also provide verification of Finance stating their ability to assume all financial responsibilities while in the United States.  
Our Federal and State Financial Aid program is solely for use by American students, which means that foreign students must finance most of their own college and living expenses while attending Pacific Oaks. These costs are about \$17,480 per year (\$8,100 tuition and fees for 30 units, \$6,300 room and board, \$200 books and supplies, \$1,380 personal expenditures, and \$1,500 for transportation). See the Financial Aid Director for institutional funds for foreign students.

### PLEASE NOTE:

- 1) foreign students may take intensive courses by permission only.
  - 2) foreign students should expect to spend a minimum of two years to obtain the M.A. degree.
11. **SPECIAL STUDENTS** not seeking a degree must complete an application including items 1, 2, 6, and 9 per instructions. It is not necessary to submit reference letters, autobiography, work experience summary, or transcripts.

When all documents are in, you may expect a reply within one month. Please stay in touch with the Admissions Office by phone to monitor your file.

Students will be notified by mail whether they have been accepted or not.

## COMMITMENT DEPOSIT

Students who are accepted will be asked to make a confirmation of their expected attendance by making a \$200 commitment deposit, which is applicable to the first semester's tuition. The commitment deposit does not have to be made until the student has been notified of his/her financial aid award.

D. Student teaching requirements at the following levels (minimum of 15 units):

Preschool/Kindergarten (3-4 units), Pacific Oaks Children's School

\*Primary (4 units), Public School

Primary (4 units), Pacific Oaks Children's School

\*Upper Elementary (4 units), Public School

\*With permission, the two public school placements may be combined in one 8 unit, full-time placement, either primary or upper elementary.

## Accelerated Credential Summer Program For Teachers on Emergency Credential\*

### Guidelines

1. Must have a B.A. and emergency credential. (Exceptions may be made for students who can document work with children over a long period of time)
2. Must work with children concurrently with the curriculum workshops.

### Curriculum and Timeframe

#### First Summer:

- 1 or 2. HD200 Life Cycle, 3 units
- 1 or 2. HD400 Working with Children, 3 units
3. HD402-HD409 Practicum, 3-4 units
- 4 or 5. HD218 Piaget (or anytime if you have child development courses), 3 units
- 4 or 5. HD283 Communication Skills, 1-3 units

#### First and Second Semester:

Ed252-Ed254 Directed Teaching, 4 + 4 units

#### Second Summer:

6. Ed220 Introduction to Curriculum I (Science), 3 units
7. Ed221 Introduction to Curriculum II (Math), 3 units
8. HD282 Social and Political Contexts, 3 units
9. Ed252-Ed254 Directed Teaching (or waiver), 4 units
10. or 11. SpEd239 Child with Special Needs, 3 units

#### Third Summer:

10. or 11. HD288 Developmental Assessment, 3 units
12. or 13. Ed222 Curriculum Workshop III (Reading), 3 units
12. or 13. Ed223 Curriculum Workshop IV (Social Studies), 3 units
14. Ed236 Computers in the Classroom, 2 units

A M.A. may be earned by writing a thesis in addition to the course work above.

\*Summer, Fall and Spring credential program are available to all students interested in teaching credentials.

## MSTC Professional Requirements for a Clear Credential/5th Year

Preliminary requirements plus a 5th Year of Study program will clear the MSTC Preliminary Credential. Each student must make an individualized plan of study to meet the requirements, approved by the Director of the MSTC program. The plan must include a total of 24 post-baccalaureate units (upper division graduate units only), of which 8 units may be transferred in.

### Required courses are:

HD200 The Life Cycle	3
HD282 Social & Political Contexts of Human Development, or	3
HD400 Working with Children	(3)
Practicum in Pacific Oaks Children's School	4
(required only if not previously completed at Pacific Oaks)	
Ed236 Computers in the Elementary School Curriculum	3

### Health Education

2-3

Alcohol/Substance Abuse

Nutrition

(Contract in Elementary Curriculum Workshop or taken elsewhere - if lower division it may fulfill this requirement but **cannot** count towards the 24 units.)

SpEd239 The Child with Special Needs:

An Interdisciplinary Perspective

3

Assessment, Testing, and Evaluation:

choice of the following (3 units)

HD262 Research Seminar, 1 unit, and

HD275 Theories & Application of Educational Testing, 2 units, or

HD288 Developmental Assessment and Program

Planning,

3 units

### Required Competencies:

Career and Vocational Education (contract in SpEd239 The Child with Special Needs)

Professional Ethics and Moral Values for Educators (contract in Curriculum Development Workshop or HD400 Working with Children)

Child Abuse Assessment and Reporting (contract in HD282 Social & Political Contexts or HD400 Working with Children)

Classroom Management (contract in HD400 Working with Children and/or Curriculum Development Workshops)

## Special Education Credential Programs

This credential program offers the student three options: Learning Handicapped, Severely Handicapped, or both.

*Special Education Credential: Learning Handicapped*

This credential can be earned during the fifth year of study if the Multiple Subject Teaching Credential has already been earned, or the Learning Handicapped and Multiple Subject Credential may be earned concurrently.

*Special Education Credential: Severely Handicapped*

This credential may also be earned during the fifth year of study, or in conjunction with the Multiple Subject Credential. The two special education credentials can be earned simultaneously.

*Prerequisites to the program (which may be completed after admission) are:*

HD200 The Life Cycle - 3 units

HD282 Social and Political Contexts of Human Development - 3 units

HD283 Communication Skills Workshop - 1 unit

HD400 Working with Children - 3 units

Practicum in Pacific Oaks Children's School - 3-4 units

### Professional preparation:

#### A. Generic program:

1. SpEd239 The Child with Special Needs: An Interdisciplinary Perspective - 3 units

2. HD240 Models and Methods of Parent Involvement - 3 units

## B. Advanced Specializations:

1. SpEd288 Developmental Assessment and Program Planning — 3-4 units\*
2. Instructing Children with Special Needs:  
SpEd243 Learning Handicapped - 2 units  
SpEd244 Severely Handicapped - 2 units
3. HD218 Piaget and Cognitive Development Theorists — 3-4 units\*
4. HD246 Play and Experiential Processes for the Child with Special Needs — 3-4 units\*
5. SpEd240 Seminar: Programs for Young Children with Special Needs - 3 units (optional)

\*Students earning both LH and SH Credentials register for 4 units.

### *Directed Teaching:*

SpEd257 Learning Handicapped

SpEd258 Severely Handicapped

Twelve to sixteen units on two levels (Infant/Preschool, Kindergarten/Elementary, or Secondary) and in three settings: 1) mainstreamed Infant/Preschool, Kindergarten, and/or Elementary Practicum at Pacific Oaks Children's School, 2) specialization practicum, and 3) public school mainstreamed practicum or second specialized practicum.

## Early Childhood Specialist Instruction Credential

This 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. Pacific Oaks presently does not enroll students in this program, but will reactivate admission to this program dependent upon student interest. For information, contact Dr. Mae Cowan, Director of Credential Programs.

## Curriculum Specializations

The following specializations are offered only within the M.A. degree with the exception of Early Childhood/Developmental Education Specialization and Lactation Consultant. Although many students do a general Master's degree in Human Development, the option to do a specialization exists at the graduate level. Each specialization has its own specific requirements which are outlined below. Specialization requirements must include the four approach classes listed previously under the generic M.A. degree.

### Child Care Specialization

This specialization is designed for those interested in exploring one or more of the following areas relating to full day child care programs: program development and evaluation; staff development and support; parent education and support; resource management; and administration of child care programs. This specialization is recommended for students interested in teaching, administration of child care programs, and consulting.

All students in this specialization are required to complete two field work experiences in child care. One of these must be a practicum at Pacific Oaks in the Burgess House Child Care program. The second may be completed in either of the two child care programs at Pacific Oaks, Burgess House or Pepper Care School Age Child Care program, or in another appropriate child care setting. Students involved in the Burgess House or Pepper Care practicum must attend

both weekly seminars and team meetings in addition to time spent in the program. Additional course work will be individualized to meet the specific needs and career goals of each student. This specialization may be combined with another program or specialization, for example, Leadership in Education/Human Services, Early Childhood Education, or Bicultural Development Specialist.

*Advisor:* Deborah Owens, M.A.

### Early Childhood/Developmental Education Specialization (BA and MA)

These specializations are designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are

1. Class: HD400 Working with Children, or HD410 Developmental Education
2. At least two of the following classes:  
HD218 Piaget and Cognitive Development Theorists  
HD246 Play in Childhood  
HD240 Models and Methods of Parent Involvement  
HD401 Working with Adults  
HD427 Working with Bicultural Children  
HD285 Development of Bicultural Children  
HD213 Evaluating Environments & Planning for Change  
HD288 Developmental Assessment and Program Planning
3. Practicum/field experience at 4 developmental levels:

Early Childhood Education	Developmental Education
Infants/Toddlers	Infants/Toddlers (0-2 years)
Two Year Olds	Preschool (2-4)
3 and 4 Year Olds	Kindergarten/Primary (4-6)
4 and 5 Year Olds	Primary (6-9)
6 to 8 Year Olds	Preadolescent (9-13)
Working with Parents of Young Children	Adolescent (13-18)
	Young Adult (18-22)
	Adult (over 21)

Practicum in Pacific Oaks Children's School is strongly recommended. All students completing these specializations must arrange to spend *some* time in the Children's School (or in The Little School, Seattle) for systematic observation, if not for a practicum. If the practicum is waived, comparable experience in a developmentally-oriented program for children must be documented.

*Advisor:* regular degree/program advisor.

*Fieldwork Supervisor:* Betty Jones, Ph.D.

### Work with Infants and Toddlers Specialization

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:

1. Two Practicum/Seminars in Pacific Oaks Infant/Toddler/ Parent program
2. Classes: HD254 Authentic Infant - Competent Child  
HD249 Preventive Intervention for Infants and the Very Young  
HD240 Models and Methods of Parent Involvement

The Pacific Oaks Infant/Toddler/Parent Center provides a rich environment for young children. Each child has the opportunity to learn through experience and social interac-

tion with other children and adults. Infants nap in a suspended cradle, or indoors in a brightly decorated cradle or mattress. Babies are carried about, sit on laps, or lie on foam mats as active observers of the other children. Crawling children have a variety of surfaces to explore - sand, grass, carpeting, wood - and many objects and people to examine. Toddlers explore a large, more complicated environment. A richly varied program provides art and music experiences, as well as sand, water, paint, and equipment for climbing, jumping, rocking, and sliding.

We believe that parents of very young children have many special needs, and have designed a program for parents which enables them to form a mutual support system. Parents may meet regularly or may choose to remain with their children, observing and aiding in the yard. Meetings are generally open-structured problem-solving forums, facilitated by Pacific Oaks faculty member Renatta Cooper or by her teaching fellow or college students. Parents exchange information and discuss the development of their children. Occasionally other resource people from the Pacific Oaks community may meet with the parents.

*Advisor:* Renatta Cooper, M.A.

### **Leadership in Education and Human Services Specialization**

This specialization is designed for students in leadership roles who work with adults involved in the field of early childhood. It offers a choice of three sub-specializations (see below). Basic requirements are:

1. Class: HD401 Working with Adults, or  
HD340 Leadership in Education
2. At least one of the following classes:  
In addition to that taken in #1  
HD401 Working with Adults  
HD340 Leadership in Education

Any class offered in administration or supervision:

HD440 Administration of Child Care Facilities  
HD308 Women in Administration  
HD240 Models and Methods of Parent Involvement

Any 3 unit class in communication

HD410 Developmental Education  
HD400 Working with Children  
(with consent of instructor)

3. Independent study/field work appropriate to the subspecializations listed below:

1. Administration/Supervision:

HD292 Independent Study: Field Work: Administration and/or Supervision (2-3 units), and  
HD292 Independent Study: Shadow Study (Administration) (1-2 units)

2. College Teaching/Teaching Adults

HD292 Independent Study: Field Work: College Teaching or Teaching Adults (2-3 units), and  
HD292 Independent Study: College Teaching or Teaching Adults (1-2 units)

3. Parent Community Work

HD292 Independent Study: Field Work: Working with Parents (2-3 units), and  
HD292 Independent Study: Parent/Community Work (1-2 units)

*Prerequisites:* to register for field work, the student must have a job or arrange an internship/apprenticeship which enables her/him to take a responsible role in working with adults. Credit is based upon 45 hours per unit of field work and journal keeping. The second independent study in each sub-specialization is based upon 45 hours per unit of observation and reading.

*Advisor:* regular degree/program advisor  
*Field Work Advisor:* Betty Jones, Ph.D.

## REGISTRATION

See schedule of classes for registration instructions and forms.

## TUITION AND FEES

Tuition (per unit)	\$270
Audit (1-3 units)	\$175
Application fee	\$ 45
Readmission fee if not registered for each semester or on leave of absence	\$ 45
Late Registration fee	\$ 15
Change of course: add or drop (each)	\$ 10
Student Activity Fee	\$ 25
Early Childhood Education	\$ 15
Units Petition Fee	
Late registration for graduation	\$ 30
Prospective student's transcript evaluation (applicable to application fee)	\$ 25
Application fee for special students	\$ 45
Student teaching fee: unit (for Directed Teaching)	\$ 25
Assessment of Experience (ABLE students) (1 unit course fee)	\$270
per unit (upper division) (M.A. and B.A./ABLE)	\$ 55
NOTE: MA/ABLE students must assess 30 upper division units	(\$1650)
Xerox Fees:	Varies per class
Graduation Fees: B.A.	\$ 30
M.A.	\$ 60
Multiple Subject Credential	\$ 30
5th Year Program	\$ 30
Personal copy of thesis (optional)	\$ 15
Transcript fees: P.O. Transcript	\$ 5
P.O. Emergency Transcript (one day service)	\$ 15
Other Schools - each (credential students only, when sent for Licensing purposes)	\$ 5
Credential fees: Application	\$ 60
Certificate of Clearance (entering student teaching)	\$ 25
Fingerprint processing through California Department of Justice FBI	\$ 20
NTE or CLEP exam score processing	\$ 30
Duplicate of lost document	\$ 20
Business Office fees:	
Charge for returned checks	\$ 10
Finance Charge (per month on unpaid balances and on payment plans)	3%
Placement Center: Setting up placement file	\$ 20

**Fees subject to change without notice.**

**Fees are non-refundable.**

### Transcript Fee

Transcript fee is \$5.00 per transcript. Allow 5 working days for processing. An emergency transcript (1 working day) is

## TUITION REFUND SCHEDULE

### WEEKDAY COLLEGE

If drop slip is processed through College Records, Financial Aid and the Business Office within one week:

after first class session, refund is	100%
after second class session, refund is	50%
after third or fourth class session, refund is	25%
after the beginning of fifth class, refund is	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:

the portion of a refund or overpayment to be returned to the Title IV programs is the *lesser* of either the amount of Title IV aid (minus work study earnings) received for the payment period or the amount obtained by multiplying the institutional refund by the appropriate fraction.

### WEEKEND COLLEGE

If drop slip is processed through College Records, Financial Aid and the Business Office within one week:

after first class session, refund is	100%
after second class session, refund is	25%
after third class session, refund is	none

## Tuition

Tuition for 1989 is:

Credit:	\$270 per unit
Audit:	\$175 for each 1-3 unit class

Audit fees cannot be converted to full rate at a later date.

## Program Changes

Program changes are handled by the Admissions Office. All students changing or adding programs (see previous section on degrees and programs, **not** specializations) must fill out an additional form, the appropriate program admissions form, and pay the application fee of \$30.00. Students dropping programs must fill out the appropriate form. Application fees are non-refundable.

### Maintaining Admission

See Leave of Absence Policy.

## EVALUATIONS

Pacific Oaks does not issue letter 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.)

### Satisfactory (S)

This grade is given when a student has successfully completed all course requirements.

### **May Completes (MC)**

A student may negotiate a timeline and content for outstanding work and file a "may complete" contract form. Students have one year to make up May Completes. At the end of that time a May Complete becomes a permanent Incomplete. To receive credit for the course, it will then become necessary to register and pay for the course again.

### **Permanent Incompletes (I)**

Students will receive a Permanent Incomplete when: a) they have received a May Complete and a year has elapsed without successfully completing the contracted work; or b) the faculty member and student agree to take a Permanent Incomplete rather than a May Complete.

### **Evaluation Delayed (ED)**

A student will receive an Evaluation Delayed when an instructor has not submitted an evaluation.

### **Work in Progress (WP)**

Work in Progress is given when a student is enrolled in a course, Independent Study or Master's Project which extends beyond one semester.

### **Course Numbering System**

All courses are considered graduate level. With the exception of Ed (Education) and SpEd (Special Education) all courses will have an HD (Human Development) prefix. All courses are open to all students, except as noted.

## **Policy on Privacy Rights of Students**

According to the Buckley Amendment, administered by the Department of Health, Education and Welfare. For complete text and concerns, contact:

Mr. Thomas S. McFee  
Room 5660  
Department of HEW  
330 Independence Avenue SW  
Washington, D.C. 20201  
(202) 245-7488

1. Students may request and must be granted access to their education records and files which are kept on file at Pacific Oaks College.

#### **Pacific Oaks Procedure:**

Requests must be given to the College Records Department which will sign out the files to the student. Files must not be taken out of that office. Information may be viewed, but may *not* be copied.

2. Students may challenge the contents of the education record on the grounds that they are inaccurate, misleading, or otherwise inappropriate.

#### **Pacific Oaks Procedure:**

A statement of challenge should be submitted to the Dean of the College who will review the complaint and take the necessary action which may include calling a meeting of those involved.

3. Any information contained in the education record kept at Pacific Oaks may be released only with written consent of the student, except when information is required by: (1) judicial order; (2) administrative head of Pacific Oaks; (3) state or federal agents in connection with audit or evaluation of federal legal requirements, and/or (4) financial aid requirements. Students will be notified when any such information has been released.
4. Any information about students which is not personally identifiable can be released at the discretion of the Dean.

5. Each school year, new students must be notified of their rights under the Buckley Amendment.
6. Information released from College Records shall state that no other party shall have access without the written consent of the student.

## **ADVISING**

The letter of admission will inform each student of the name of his or her advisor. Prior to admission, a student may begin classes as a special student after an advising meeting with the Dean of the College. Outreach students should contact:

Betty Jones

### **Advising Objectives**

The advisor has these objectives in working with students:

1. To inform the newly admitted or prospective student of the program options at Pacific Oaks
2. To confirm with the newly admitted student that the admissions information reflects accurately that student's previous work. (e.g., M.A. students do indeed have a B.A. degree; all transcripts have been received for B.A. and ABLE students.)
3. To support the student in finding the appropriate program to meet her/his needs. (Example: many students want to do the MFCC program but are hesitant. Advising these students into classes that will meet both the M.A. and MFCC requirements - and thus allowing the students to spend a semester or two at Pacific Oaks before making this decision - can be helpful.)
4. To help register students for coursework on a semester-by-semester basis. At this time the advisor makes sure that required classes are being taken, suggests classes/instructors that might meet the student's particular needs at this time, and reaffirms with the student that her/his work is indeed meeting her/his needs.
5. To check the student's class evaluations to see if an instructor has suggested that additional classwork be done in order to meet competences.
6. To complete a preliminary graduation check before the student's final semester to be sure that all requirements are being met.
7. to assist the Master's student in focusing in on the thesis process. The advisor may or may not want to be on the student's thesis committee and that is the advisor's choice. Many students will want to discuss thesis ideas and to find out about the process as a way of beginning to focus. Advisors can be helpful in the focusing process, outlining the thesis and in suggesting possible thesis committee members.

Advisors play an important role in serving students in their academic and personal/professional endeavors. In addition to overseeing students' semester-by-semester registration in order to ensure that all degree requirements are met, it is important that the advisor be attuned to how each student "fits" his/her program. Often students are not aware of the options offered, in terms of programs, specializations, and/or independent studies. The advisor works with the student's personal/professional goals to see how best they can be matched with Pacific Oaks' offerings.



## B.A. Students

All B.A. students (except those who are assigned special program advisors) will be advised by faculty whose prime teaching responsibility is in the Children's School. The reason for this assignment is that B.A. students are required to complete two practica in the Children's School. The primacy of the Children's School learning experience and the Children's School faculty's opportunity to see the student in totality (academic, professional, and personal roles) makes this group of Pacific Oaks faculty uniquely qualified and attuned to the academic needs of B.A. students.

## M.A. Students

All M.A. students (except those who are assigned special program advisors) will be advised by faculty whose primary teaching responsibility is in the College. When a student is advanced to candidacy, the chair of her/his Master's Project Committee will become the student's advisor.

During faculty vacation time (June 1 through August 31) only faculty with administrative duties as special program advisors are on campus. During this time, Laila Aaen, Dean of the College, will advise all students not in a special Program and the students in the Bi-cultural Development Specialist Program.

## Special Program Advisors

Mae Pendleton Cowan	Basic Credential Programs Credential programs/special students
Virginia Kennedy	Clinical Child Development (CCD) program Special Education Credential programs
Rosemary Freitag	Marriage, Family and Child Counsel- ing (MFCC) program MFCC special students
Antonia Darder	Bicultural Development Specialist
Laila Aaen	ABLE students (until Assessment seminar is complete)
Thesis Chair	M.A. students advanced to candidacy
Christine Lamm	Children's School practicum place- ment advisor
Betty Jones	Outreach/cluster students

Students who are not specializing, and those students whose specialization is not listed above will be assigned a general program advisor, except as noted below.

Child Care Specialization - Deborah Owens

Work with Infants and Toddlers - Renatta Cooper

While several specializations list a practicum/field work advisor, the student need not meet with that person until they are ready to plan field work or practicum for the specialization.

Students who are doing a *double specialization at the Master's level* are to see *both advisors*, to ensure that all requirements are being met.

## Advisor Selection

When the application process is complete, the Dean of the College, with consultation from faculty and the Director of Admissions, selects a faculty member to serve as the student's advisor. The student may expect to work with the advisor until the degree is completed or the student is advanced to candidacy in the M.A. program. If a student or an advisor finds that they do not work well together, they should request

a reassignment from the Dean of the College. A form to request reassignment may be obtained from the Dean or any of the Advisors. The students will be notified of their advisor at the time of admission. Students beginning prior to admission will be advised by the Dean.

## Petitioning Process

Experienced B.A. students may be able to waive the second practicum by petition. This may be done only after the student has successfully completed the first practicum. The petition procedure requires the approval of the Master Teacher of the first practicum and the Dean of Children's Services.

Students may be granted 3-6 units for demonstrating learning equivalent to their second practicum. Credit for equivalent practicum units may be transcribed and paid for at the regular tuition rate.

B.A. students may be granted up to 6 units (not to be counted as the 30 Human Development units required) by petition. If approved, the credits will appear on the transcript and be paid for at the regular tuition rate.

Either B.A. or M.A. students may request to have a required course waived on the basis of previous experience or equivalent class taken at Pacific Oaks.

## Graduation Application

In the student's final semester of classwork, s/he will file a Graduation Application with the Registrar. The advisor will check over classes taken to see if all degree requirements have been met and then sign the application. See course schedule for deadlines to file for graduation.

## Commonly Used Forms

### 1. Intake Forms: Admissions

These are basically *Transcript Evaluation Summary Forms* which will be filled out by the Registrar and placed in the student's advising folder upon the student's admission into the College. These forms provide students and advisors with information regarding how many and which units were accepted for transfer into a degree program and whether all general education requirements were met. Any changes in this form need to be made by the Registrar.

### 2. Advising Form

This form, available in the students' advising folders and in College Records, is to assist in tracking student progress from semester to semester. A copy of this form should be kept in the advising folder. The student may also request a copy.

### 3. Registration-Related Forms

a. Registration forms are used for registration. The student is to list the courses s/he will take and make a duplicate by filling out a second sheet as well. Students need to have their advisors' signature before registration can be completed. College Records will provide the advisor with registration forms.

b. Drop and Add Slips (available from College Records) are filled out by students and signed by the advisor after registration has been completed. Drop slips must also be signed by the Financial Aid Officer.

c. Request for Leave of Absence forms are to be filled out by students and are available in College Records.



Students are expected to maintain continuous registration: this means that students who have been attending Fall and Spring semesters need to be registered for at least one class unless they request an official Leave of Absence. Students who are registered for Summer school only must take a Leave of Absence if they are going to miss a Summer session. Students who drop out for a semester or longer without a Leave of Absence will be required to apply for readmission, which necessitates filling out a form and paying the admissions fee. The completed Leave of Absence form is returned to College Records.

d. Notification of Name/Address changes (for the mailing list) is used when students have moved and/or legally changed their name. It is helpful if the advisor can get the new information so that our records can be updated. Forms are available in the Children's School Office, Placement Office, College Records, and at the Switchboard. Completed forms are to be returned to the Development Office.

e. Petition forms (available in College Records) are used by students who wish to:

i waive a required course on the basis of previous experience or equivalent classes taken at Pacific Oaks (this can be done at either the B.A. or M.A. level);

ii grant undergraduate credit for specific life/work experience as documented by the student (up to 6 units may be granted for life/work experience by the petition process); and/or

iii waive a second practicum in the Children's School on the basis of successful completion of the first practicum, with approval on the Master Teacher of the first practicum and the Dean of Children's Services.

f. Advancement to Candidacy/M.A. degree program forms are available in College Records or in the Master's Handbook, Part I, and are filled out by students when they are ready to begin their Master's Project/Thesis. After the five step instructions have been followed, the forms should be forwarded to College Records.

g. Application for Graduation must be filed with the Registrar during the last semester of degree or credential related work by B.A., M.A., and credential students. The advisor's signature is necessary on this application, as indication that, in the advisor's opinion, the student has completed all required work. This form is available in College Records.

The Check Lists for completing the B.A. and M.A. degree are used by the Registrar and may be helpful for students and advisors.

h. For all other purposes, the student may write a memo/request and have it signed by her/his advisor.

### Appeal Procedure

A student may appeal a staff, faculty, or administrative decision in writing by following the steps listed below:

1. Ask the advisor to be an advocate for the student. If the appeal is regarding a decision made by the advisor, the student should contract the Dean to find a substitute advocate. If the appeal to the Advisor/substitute does

not lead to a satisfactory solution, the student should appeal to the Faculty Appeals Committee.

2. The Faculty Appeals Committee will primarily look at the *process* by which the decision was made. The appeal goes to a faculty committee. Students should submit a written appeal to his or her advisor who will bring the appeal to a group of three faculty constituting the appeal committee. The faculty are in charge of constituting this committee.

a. The student submits the written appeal, with any evidence, to the chair of the committee;

b. Appeal review by the committee is then held. The student is notified in writing of the time and place, and is invited to attend, along with any other relevant people, to state her/his case by presenting oral evidence.

c. The committee takes the appeal under advisement, reaches a decision, and communicates that decision in writing to the student.

3. Appeal to the Dean of the College

If the Faculty Review Committee decision is unacceptable, the student may appeal to the Dean of the College:

a. The student submits an appeal to the Dean in writing;

b. The Dean sets up an appeal Review Board, composed of the student's advisor/substitute, one faculty member chosen by the student, and the Dean.

c. An Appeal Hearing is then held with the Appeal Review Board with the student in attendance. The student may bring supportive witnesses;

d. The Appeal Review Board takes the appeal under advisement and recommends a decision; and

e. The Dean communicates the decision in writing to the student. The Appeal Review Board's decision is final.

## GENERAL INFORMATION STUDENT SERVICES

### Office Hours

All College offices are open:

8:30AM-4:30PM, Monday-Thursday  
CLOSED FRIDAYS

### Class Scheduling

To accommodate students living outside metropolitan Los Angeles, and those with long and/or varied working hours, Pacific Oaks offers these options in the scheduling of classes:

Weekend Classes: in Pasadena, in San Diego,  
in the San Francisco Bay Area, Portland,  
and Seattle

One-Week Intensives: in Pasadena, in January and August  
in Seattle, in July

Independent Study: in any location, by correspondence

Summer Session: in Pasadena, in June and July

### Financial Aid

Pacific Oaks awards financial aid to *admitted degree students* in accordance with a nationally established policy based upon the belief that the student and her/his family are the primary and responsible source for funds to meet educational

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

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

Application Deadlines:	March 1	Summer Session
(Also deadline for	March 1	Fall & Spring Semester
Admission of Financial	November 1	Spring Semester only
Aid Applicants)		

It should be remembered that early submission of forms will insure greater probability of adequate funding of financial need.

### Financial Aid Checks and Refunds

Financial Aid checks and refunds will be available 3 to 4 weeks after registration.

### Financial Aid Programs Available

1. **Perkins Student Loan:** 5% long-term repayment program available to students with exceptional need. Repayment begins 6 months after graduating or termination of at least half-time status, with minimum repayment of \$30 per month.
2. **Guaranteed Student Bank Loan (GSL):** (8% long-term repayment loan program). Repayment begins 6 months after graduation or termination of at least half-time status, with minimum repayment of \$50 per month. Loan decision made by the bank.
3. **Pell Grant:** Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on their first undergraduate degree.
4. **Supplemental Educational Grant Program (SEOG):** Grant program for undergraduate students with exceptionally high financial need.
5. **College Work Study Program (CWSP):** Program provides part-time employment for students with financial need. Jobs are arranged by the Financial Aid office and placement is both on-campus and off-campus.
6. **Other Loan Option:** Privately donated fund offering long-term loans without interest. Repayment begins 12 months after graduation or termination of at least half-time status, with a minimum repayment of 2% of loan amount per month.
7. **Pacific Oaks 6% Loan:** Privately donated fund for long-term with 6% interest. Repayment begins 12 months from termination of full-time status, with a minimum repayment of \$30 per month.
8. **Pacific Oaks Scholarships:** A limited number of privately donated scholarships are available to students demonstrating financial need. There is one merit scholarship available to a continuing student.

9. **Pacific Oaks Children's School Teaching Fellowships:** Advanced students who have demonstrated ability to assume assigned responsibility in working with children may apply for Teaching Fellowships, which are positions working in the Yards assisting the Master Teacher. This fellowship carries a monthly stipend plus 3 free units per semester. This program is not based on financial need.

### Aid Available by Types of Students

1. **Regular Weekday/Evening degree seeking students** attending courses in Pasadena are eligible for all types of aid listed.
2. **Outreach students** are eligible to apply for up to \$750 in institutional scholarships a year and have access to Guaranteed Student Loans and CLAS student loans.
3. **Weekend College Students** are eligible for all types of aid listed.
4. **Little School Credential Students** are eligible to apply for Guaranteed Student Bank Loans and CLAS Loans.

### All Applicants must Submit the Following Forms

1. Pacific Oaks Application for Financial Aid;
2. Student Aid Application for California (SAAC) of the College Scholarship Service should be mailed to:  
College Scholarship Service  
Box 280  
Berkeley, California 94701
3. Income Tax Verification (1040 or 1040A forms) and all schedules;
4. Financial Aid Transcripts from each school attended;
5. Perjury Statement; and
6. Educational Purpose/Draft Compliance form.

In addition, students applying for a Teaching Fellowship must submit 2 recommendations. All applicable forms must be submitted before a determination of financial aid awards may be made. Students should allow 4-5 weeks for processing of the Student Aid Application for California (SAAC) by the College Scholarship Service, and an additional 6 weeks before notification of award by Pacific Oaks.

### Financial Aid Satisfactory Progress Report

Renewal applicants for financial aid may not have more than 6 units of incomplete work and should be making adequate progress toward degree completion per Satisfactory Progress Policy. A copy of the Satisfactory Progress Policy is available in the Financial Aid Office. A determination of eligibility will be made once a year prior to Fall registration. The student will have until the end of the 6 week summer session to clear up sufficient incompletes from prior semesters. If incompletes are cleared up later than this, the student will not be eligible to receive financial aid until the following Spring semester.

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

Aid may be reinstated after a conference between the student, the student's 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  
Director of Financial Aid  
5 Westmoreland Place  
Pasadena, California 91103  
(818) 795-9161 Extension 52

*Students who do not qualify for Financial Aid may still have access to the following options:*

1. **CLAS Student Loan Program:** Variable rate loan capped around 12% with repayment beginning 60 days from date of check disbursement.
2. **Tuition Payment Contract with Pacific Oaks Business Office:** Payment of tuition monthly during the semester. Payment in full by end of semester.

### Teaching Fellowships

1. **Early Childhood Education for Community College Graduates**  
Earn 3 free college units per semester and a stipend working with infants, toddlers, preschool children in Pacific Oaks Children's Programs (half-day and full-day child care). Earn a degree in Human Development and qualify as a head teacher or director in infant/toddler and preschool programs. This program can also be combined with an elementary teaching credential program. Teaching Fellowships receive college credit if combined with practicum.  
Applicants should have an Associate of Arts degree (or equivalent) with emphasis in early childhood education and direct experience in working with young children. Teaching fellowships may be renewed for the second year.
2. **College Teaching Assistantships**  
A limited number of teaching fellowships in the college are available. For information, contact Laila Aaen, Dean of the College.

### Libraries

The Andrew Norman Library on the Westmoreland campus supports the degree programs of Pacific Oaks and independent faculty research. The emphasis of the collection is in Early Childhood Education and Human Development, and currently numbers over 25,000 volumes. The library subscribes to approximately 120 national and international journals in Education and Psychology as well as numerous monographic series. The collection is developed with faculty input.

There are many special collections housed in the Andrew Norman Library. The Friends' Collection, dating back to the mid-1800's, documents the beliefs and traditions of the Society of Friends. Award winning juvenile books and other books of "distinction" comprise the Children's Critical Collection. This collection spans 200 years of publishing. The Historical Collection includes many readers from the 1800's as well as many seminal works in the field of Early Childhood. The Library also houses a growing collection of Audiovisual materials and equipment.

As part of the curriculum, the Library offers personalized instruction in bibliographic research, provides introductory tours of the materials and services available as well as subject-specialized research and reference services. Materials for required and recommended course-related reading are made available through the Reserve Section of the Library.

The Children's Library, located at the Children's School on the California campus, houses a collection of nearly 4,000 juvenile books and AV materials. Programs of the Children's Library include story hours and bibliographic instruction. The "Dialogue Process" initiated by the Children's Library provided an opportunity for members of the community to share critical evaluations of the books in the collection. It is one way we have of examining and addressing issues of racism, sexism, etc., in children's books.

### Enrollment Services

The office of the Enrollment Services, Phaizon Wood, is located across from the Dean's Office at 5 Westmoreland Place. Student retention may be best understood as a broad-based intervention which targets the full spectrum of college support services as they affect students indirectly and directly. Enrollment Services facilitate resolution of any difficulties a student may be experiencing in selecting a program of study, negotiating the steps on a career path, getting the answers to questions regarding college policy, or conflict over a decision to stay at Pacific Oaks or take a break. Appointments are available during office hours (posted on office door) or by arrangement. Please contact:

Phaizon Wood  
Director of Enrollment Services  
5 Westmoreland Place  
Pasadena, CA 91103  
(818) 397-1300

### Archives

The main program of the Archives serves to preserve primary source material pertaining to professionals who worked with young children from the turn of the century through 1980. The Archives also brings together papers, manuscripts, photographs, and other materials related to the history of Pacific Oaks Children's School and College.

The Archives is open by appointment for use by researchers including faculty, graduate students, and other students by special permission.

### The Bookstore

The College operates a bookstore which is located on the Westmoreland campus. It offers a fine selection of books on human development, early childhood and elementary education and some children's books.

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

### Pacific Oaks Publications

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

### Research Center

Pacific Oaks' new Research Center has been created to meet the goals of both the Children's School and the College. Its goals are to coordinate and facilitate faculty research efforts, and to initiate and direct research projects reflecting the

institution's commitment to improving the teaching-learning process. The principles of equal partnership between the academic and conscious use of research findings in both the Children's School and College guide the Research Center's work.

The Research Center has three main spheres of activity: technical assistance; research and project development; dissemination and use of research findings. A small computer facility exists within the center and is available for faculty, staff and student use.

The Research Center is located on the California campus on the second floor of La Loma House. It is open from 8:30 AM to 4:30 PM, Monday to Friday.

For further information, please contact:

Director of the Research Center  
714 West California Boulevard  
Pasadena, California 91105  
(818) 397-1300

## Special Assistance for Chemical Dependency

The 1986 Higher Education Amendments included a stipulation that Schools and Colleges take action to prevent alcohol and drug addiction on their campuses. This is in response to national research which shows that drug use and alcohol abuse is high among the college age population, and cocaine use is increasing.

Pacific Oaks College students are, on the average, 10 years or more older than the college population at high risk (18-22 year olds). However, we want to offer some information and options about alcoholism and drug addiction both to those who themselves may be questioning the extent of their use of these substances and to those who may have identified a friend, co-worker, or relative as one who appears to be suffering from the disease of alcoholism and addiction.

The Office of the Dean of the College will house materials pertaining to the disease of alcohol and drug addiction: the identification of self or others as suffering from the disease, intervention and recovery materials, and pamphlets from Alcoholics Anonymous, Narcotics Anonymous, and Al-Anon.

The Dean of the College is the person to speak to if any student, faculty, or staff wishes to discuss a real or perceived problem with alcohol or drugs in self or others.

The Dean will assist persons directly or indirectly involved with drug addiction to alcoholism or identify appropriate treatment sources.

All conversations about chemical dependency will be kept in strict confidence.

Pacific Oaks College offers as part of its M.F.C.C. program, a weekend workshop on Chemical Dependency during the Summer session and Fall and Spring semesters. The workshop is open to all members of the Pacific Oaks Community: Students, faculty, staff, and administrators. Faculty, staff, and administrators may use one of their three free course units each semester to enroll in the Chemical Dependency course. Students would pay the regular tuition.

## PACIFIC OAKS FACULTY

LAILA AAEN, Dean of the College

Ph.D., The Wright Institute in Berkeley, Psychology.  
M.A., University of Wisconsin, Sociology. B.A.,  
Carthage College, Sociology.

REGENA BOOZE

M.A., Pacific Oaks College, Human Development.  
B.A., California State University, Hayward, Sociology.

SYDNEY GUREWITZ CLEMENS

M.A., Teacher's College, Columbia University, Early  
Childhood Education and Supervision. A.B., University  
of Chicago, Social Sciences. California Early Childhood  
Teacher Credential. California Community College  
Nursery Education Credential. Child Development  
Associate Credential.

RENATTA COOPER

M.A., Pacific Oaks College, Human Development.  
B.S., Towson State University, Early Childhood Educa-  
tion. Multiple Subject Teaching Credential.

MAE PENDLETON COWAN

Ph.D., University of Southern California, Education  
Psychology, Early Childhood Education, Drama. M.S.,  
Mount St. Mary's College, Administration and Super-  
vision. M.S., Mount St. Mary's College, Urban Educa-  
tion and Minority Group Studies. B.S., Tuskegee  
Institute, Social Studies. California Community College  
Supervisor and Instructor Life Credentials. Standard  
Teaching Credential. General Elementary Life Diploma.  
Certificate of Specialist Teacher in Reading. Early  
Childhood Education Specialist.

ANTONIA DARDER

Ph.D. Candidate, Claremont Graduate School. M.A.,  
Pacific Oaks College, Human Development, specializa-  
tion in MFCC. Graduate work, California State  
University at Los Angeles, Rehabilitation Counseling.  
A.A., Pasadena City College, Registered Nursing  
Curriculum. Licensed M.F.C.C. counselor.

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.

KATHERINE GABEL, President

J.D., Albany Law School, Union University. Ph.D.  
Syracuse University. M.S.W., Simmons College School  
of Social Work, Psychiatric Social Work. A.B., Smith  
College, Sociology and Anthropology.

DOROTHY GRANGER

M.S., Simmons College, Library and Information  
Science. M.A., Governors State University, Women's  
Studies. A.B., Indiana University, English.

**CHERYL GREER**

M.A., Pacific Oaks College, Human Development.  
 B.A., Pacific Oaks College, Human Development.  
 Preliminary Multiple Subject Teaching Credential,  
 Pacific Oaks College.

**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.

**VIRGINIA KENNEDY**

Ph.D., University of Southern California, Special  
 Education. M.S., University of Southern California,  
 Special Education. B.A., State University of New York,  
 Music.

**CHRISTINE LAMM, Dean of Children's Services**

Ph.D. Candidate, Claremont Graduate School, Educa-  
 tion. Postgraduate Studies, Harvard University. M.A.,  
 Pacific Oaks College, Human Development. B.S.,  
 Maryville College, Psychology.

**KAREN NEUBERT, Artist-in-Residence**

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

**DEBORAH OWENS**

M.S., University of California at Davis, Child Develop-  
 ment. B.S., University of California at Davis, Develop-  
 mental Psychology.

**KIM SAKAMOTO-STEIDL**

M.A., Pacific Oaks College, Human Development.  
 B.A., California State University, Hayward, Liberal  
 Arts. Multiple Subject Teaching Credential. Special  
 Education Credential.

**MARY E.D. SCUDDER**

M.A., Goddard College, Early Childhood Education.  
 Coursework, Nursery Training School of Boston,  
 (changed to Eliot Pearson Department of Child Study,  
 Tufts University), Child Study.

**JEANNE STRONG-CVETICH**

M.S., Bank Street College, Education. B.S., Oberlin  
 College.

**PACIFIC OAKS PRESCHOOL MASTER TEACHER**

To be announced.

**DIRECTOR OF MARRIAGE, FAMILY &  
CHILD COUNSELING**

To be announced.

**Pacific Oaks Adjunct Faculty****Rebecca Reza Bejar**

M.A., University of Southern California, Social Work.  
 B.A., California State University, Los Angeles, Sociology.  
 A.A., East Los Angeles College, Home Economics.

**MARY BOYCE**

M.A., Azusa Pacific, Social Science. A.B.Q., Fielding  
 Institute.

**SONYA BLACKMAN**

M.A., Sonoma State University, Early Childhood  
 Education. B.A., San Francisco State University,  
 Humanities.

**GRETCHEN BROOKE**

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

**JARRATT BRUNSON**

M.A., University of Chicago. B.A., University of  
 Wisconsin.

**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.

**BARBARA DANIELS**

M.A., Pacific Oaks College, Human Development.  
 B.A., University of Washington, English and Education.

**KATHLEEN DENT**

M.A., Pacific Oaks College, Human Development

**JUANITA DRESCHER**

Ph.D., University of North Texas, Reading. M.Ed.,  
 University of Texas, Reading. B.S., University of Texas,  
 Elementary Education.

**JOAN ENGMAN**

M.A., Pacific Oaks College, Human Development.  
 B.S., California State University at Los Angeles,  
 Nursing. M.F.C.C., R.N.

**MAGDA GERBER**

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

**KATHRYN GIRARD**

Ed.D., University of Massachusetts/Amherst, Curricu-  
 lum Theory and Development. M.Ed., University of  
 Massachusetts/Amherst, Curriculum Theory and  
 Development. B.A., Bennington College, English  
 Literature.

**MICHAEL GOLDBERG**

J.D., George Washington University, Law. B.A.,  
 University of Kansas, Zoology, and Speech and Theatre.

**JUDITH GOLDMAN**

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

**ALAN GUTTMAN**

M.A., New York University, Early Childhood Education.  
 B.A., New York University, English. A.A., Nassau  
 Community College, Psychology. California Multiple  
 Subject Teaching Credential.

**WALTER HAMILTON**

Ph.D., University of Southern California, Sociology of  
 Education. M.S.W., Washington University of St.  
 Louis, Social Work. B.A., University of Missouri,  
 Sociology.

**RICHARD HAYDEN**

M.A., Pacific Oaks College, Human Development.  
 LL.B., University of California at Berkeley, Law.

- VENTURA HERNANDEZ**  
M.A., Sierra University, Psychology/Organizational Development. B.A., Antioch University, Psychology/Business Management. Registered MFCC Intern.
- CHRIS HOLLE**  
B.A., University of California, Los Angeles, Mathematics. Teaching Credential, California State University, Los Angeles.
- NANCY JAMBOR**  
M.A., Pacific Oaks College, Human Development. B.A., Reed College, Psychology.
- ELIZABETH KAIAMA**  
M.A., California State University, Los Angeles, Counseling, Community College option. B.A., California State University, Los Angeles Rehabilitation Counseling, Adult Basic Education Teaching and Community College Instructor, Basic Skills and Special Education.
- ANDREA KING**  
M.A. California State University, Los Angeles, Education. B.A., Occidental College, Psychology. Standard Teaching Credential.
- REBECCA KNIPPELMEYER**  
M.A., Azusa Pacific University, Social Science. B.A., San Diego State University, Family Studies and Consumer Science.
- DAVID KRESSEN**  
Ed.M., Harvard University Graduate School, Education. B.A., Pomona College, Math/Physics.
- MARY BETH LAKIN**  
M.A., Pacific Oaks College, Human Development. B.A., University of Alabama, Women's Studies.
- LORRAINE LIMA**  
M.A., Pacific Oaks College, Human Development.
- BARBARA LINSLEY**  
B.A., Scripps College, American Literature. Elementary Teaching Credential (Life), University of Southern California.
- BERNADINE D. LYLES**  
B.A., Southern University, Elementary Education.
- CHELE MARMET**  
M.A., Pacific Oaks College, Human Development. B.S., Washington State University, Speech and Hearing. Director, Lactation Institute and UCLA Lactation Program.
- MIKE MARSH**  
M.A., Pacific Oaks College, Human Development. B.A., San Francisco State University, Creative Arts; Interdisciplinary Studies.
- FREDERICK MARTONE**  
Ph.D., California Graduate Institute at Los Angeles, Clinical/Professional Psychology. M.A., Duquesne University, Clinical Psychology. M.A., California State University at Long Beach, Psychology.
- JUDITH MATSON**  
Ph.D., 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 Community College Instructor Credential, Nursery School and Preschool Education.
- ANITA MATTHAY**  
M.A., Pacific Oaks College, Human Development. B.A., University of California at Berkeley, Social Welfare.
- BOBBYE MILLER**  
M.A., University of Washington, Landscape Architecture. M.A., Pacific Oaks College, Human Development. B.A., Arkansas State Teachers College, English.
- KENNETH MONTOYA**  
M.A., California State University, Los Angeles, Educational Administration. B.A., California State University, Los Angeles. California Standard Secondary, Life, Biological Sciences and Administrative Services, Preliminary Credentials.
- MAUREEN MORELAND**  
M.A., Pacific Oaks College, Human Development.
- MELVA NEWMAN**  
M.S.W., University of Southern California. B.A., University of California at Los Angeles, Psychology.
- MARY ELLEN O'KEEFFE**  
M.A., Pacific Oaks College, Human Development. B.A., Duchesne College, Biology.
- MICHAEL OLENICK**  
Ph.D., University of California, Los Angeles, Educational Psychology. M.Ed., Erikson Institute for Advanced Study in Child Development. B.A. University of Illinois, Philosophy.
- JO BONITA PEREZ**  
M.Ed, La Verne College. B.A., California State University, Los Angeles.
- LULAELLEN PILGRIM**  
M.S., University of Utah, Educational Psychology and Counseling. B.S., Utah State University, Elementary Education.
- NANCY PLACE**  
M.A., Pacific Oaks College, Human Development. B.A., Pomona College, Political Science. Standard Teaching Credential.
- GARY RANKER**  
Ph.D., The Fielding Institute, Human and Organizational Development. Graduate Business Degree, American Graduate School for International University of Redlands, Economics/Socio-Psychology.
- GRETCHEN REYNOLDS**  
M.S., Bank Street College, Education. B.A., Wilson College, Psychology. Teaching certification in elementary education.
- JEAN SALISBURY**  
Ph.D., University of California at Los Angeles and California State University, LA, Joint Doctoral Program in Special Education. M.A., University of Southern California, LA, Communicative Disorders, Specialization in Audiology. B.A., University of California, Berkeley, Linguistics.

**PETER SCHOU**

Ph.D., Wright Institute, Clinical Psychology. Licensed California Psychologist.

**ELLEN SHELL**

M.A., Pacific Oaks College, Human Development. B.A., University of California at Los Angeles, History. Director, Lactation Institute

**MARVIN SMITH**

M.B.A., Brigham Young University, Finance and Accounting. B.S., Brigham Young University, Electrical Engineering.

**STEPHANIE Z. SMITH**

M.A., Candidate, Pacific Oaks College, Human Development. B.S., Brigham Young University, Family Sciences. A.S., Brigham Young University, Child Development and Family Relations. Multiple Subject Teaching Credential. Single Subject Math Waiver Program.

**JOSEPH STEPHENSON**

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

**KAY TAUS**

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

**BONNIE J. TEIXEIRA**

M.A., Point Loma Nazarene College, Curriculum and Supervision. B.A., California State University, Los Angeles, Elementary Education. Credentials: California Administrative Service Credential and General Elementary, K-8, Life.

**FRANCE WONG**

M.A., California State University, Los Angeles, Educational Administration. B.A., California State University, Los Angeles, American Studies.

**PHAIZON WOOD**

M.S. Ed., University of Southern California, Counseling. B.A., California State University, Northridge, Psychology.

**Faculty Members Emeritae**

**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.

**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.

**ELIZABETH PRESCOTT**

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

**MARIANNE WOLMAN**

Ph.D. Candidate, Claremont Graduate School. M.A., Claremont Graduate School, Psychological Foundations of Education. B.A., University of Vienna.

**PACIFIC OAKS BOARD OF TRUSTEES**

Eaton Ballard  
Olin Barrett  
Maureen Carlson  
Everett Clary  
Lisa Clement  
Jean Fleming  
Miller Fong  
Katherine Gabel  
Priscilla Gamb  
Michael Gray  
James C. Greene  
Marvin Hoffenberg  
Hannah Kully  
Robert Lamb  
Kitti Lawrence

Dorothy Martin  
Barbara Solomon  
George E. Stephens  
Reba Thomas  
Victor Veysey  
Lucille Wilson  
Joseph Wyatt  
Asenath Young  
Albert C. Zapanta  
**LIFE TRUSTEES**  
Marjory Dickson  
Ruth Eggers  
Elizabeth Purcell  
Betty Williams

# REQUEST FOR LEAVE OF ABSENCE

Name \_\_\_\_\_ Today's date \_\_\_\_\_

Address \_\_\_\_\_  
Number Street City State Zip

**PLEASE CIRCLE: ALL P.O. PROGRAMS CURRENTLY ADMITTED TO:**

BA	MA	CRED: MSTC	CLIN CHILD DEV
BA ABLE	MA ABLE	CRED: 5th YEAR	OTHER _____
	MA MFCC	CRED: SP ED	specify
	MA ABLE MFCC	CRED: CAP	

Semester and year you plan to return as a registered student:

FALL \_\_\_\_\_ SPRING \_\_\_\_\_ SUMMER \_\_\_\_\_ YEAR \_\_\_\_\_

Please explain why you are requesting a leave of absence.

**LEAVE OF ABSENCE POLICIES:**

If you have requested a leave of absence, you may re-enroll without readmission at any time within one year. You may extend your leave in writing up to a maximum of five years. After five years, you must re-apply for admission and register for at least 6 more units to complete a degree program.

MFCC STUDENTS: due to Board of Behavioral Science Examiners regulatory and/or legislative changes, students who are in the MFCC program, and take a leave, may have to take make-up classes and register for more than the perscribed number of units.

Students who have not requested a leave must re-apply for admission before enrolling again.

Students not currently registered must pay a Library Use Fee of \$10 per semester if they want to be able to check books out from Pacific Oaks Library; limit - 3 books at a time.

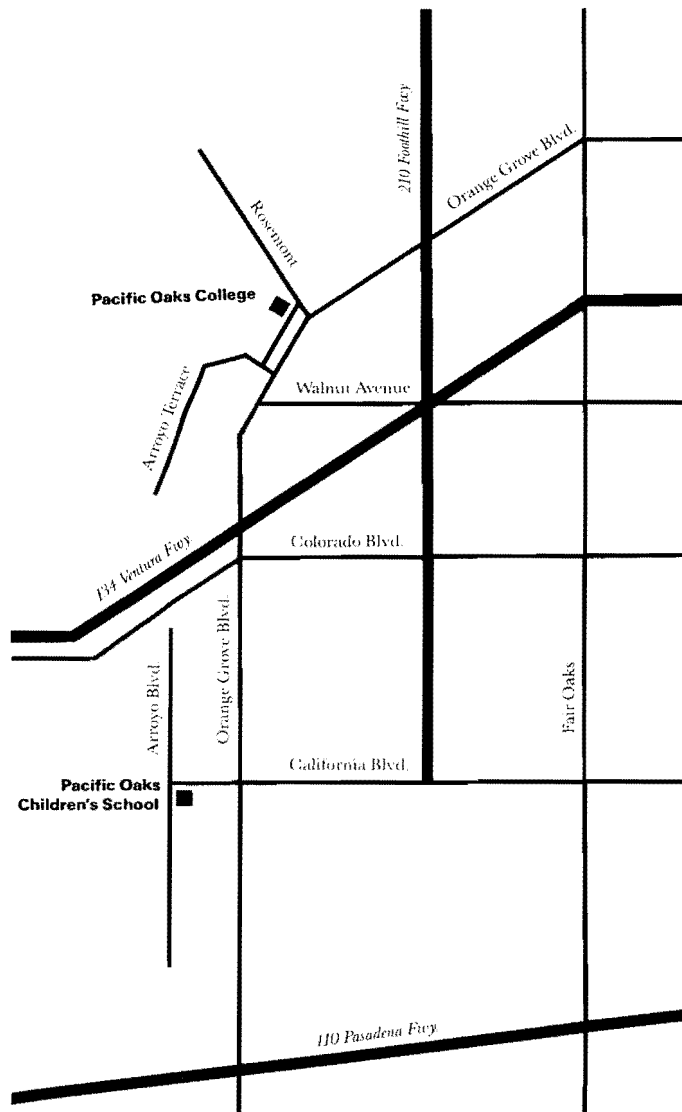
Leave of Absence do not extend enrollment for student loan repayment purpose, except bank loans in specialized instances.

Student's Signature \_\_\_\_\_

You may assume your leave request has been granted unless notified otherwise.

Received by Registrar: Date \_\_\_\_\_ Signature \_\_\_\_\_





**Pacific Oaks College**

5 Westmoreland Place  
Pasadena, CA 91103  
818/397-1300

**Pacific Oaks Children's School**

714 W. California Blvd.  
Pasadena, CA 91105  
818/397-1363