

PACIFIC O·A·K·S COLLEGE



1990-91 Catalog



Where professionals in early childhood
education discover new teaching ideas
and gain new and family counseling programs
and more. It's coming to you.



PACIFIC OAKS COLLEGE
5 Westmoreland Place
Pasadena, California 91103

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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, physical ability and age.

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

Note to Portland Outreach Students:

This school is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-30. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Educational Policy and Planning at 225 Winter Street NE, Salem, Oregon 97310.

Schedules of Classes

are published as follows:

- Fall & January Intensives
- January Intensives & Spring
- Summer & August intensives

Please call the Office of Admissions at 818/397-1349 to obtain a schedule or other admissions information.

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1990 - 1991 Calendar

FALL 1990

July 1 - September 1	Fall Registration
Monday, September 3	Holiday (Labor Day)
Thursday, September 6	Weekday College Begins
September 6 - 20	Add/Drop Period
Saturday, September 8	Weekend College Begins
Thursday, September 13	Late fees begin
Friday, September 28	Holiday (Yom Kippur)
Monday, October 1	Last Day to turn in all paperwork for Spring '91 Financial Aid
Monday, October 15	Last Day to Apply for December Graduation Date
	Last Day to Register for Independent Study & Master's Thesis
Monday, November 12	Holiday (Veterans' Day)
November 15, 1990 - January 24, 1991	Spring Registration
November 22-23	Holiday (Thanksgiving)
Sunday, December 16	Last Day of Fall semester for Weekend College
Thursday, December 20	Last Day of Fall semester for Weekday College
December 21, 1990 - January 3, 1991	Faculty and Students' Winter Break
December 24-26, 1990	All Offices Closed for Winter Break

JANUARY 1991 INTENSIVE CALENDAR

October 1 - December 6, 1990	January Intensive Registration
December 31, 1990 - January 2, 1991	All Offices Closed for New Year's Holiday
Thursday, January 3	Financial Aid Applications for 1991-92 Available
January 3-26	College Intensives (Weekdays and Weekends)
January 3-10	Fall Evaluation Period
Thursday, January 10	Fall Evaluations Due in College Records
Monday, January 21	Holiday (Martin Luther King, Jr.)
Thursday, February 7	January Intensives Student Evaluations Due in College Records

1990 - 1991 Calendar

SPRING 1991 CALENDAR

November 15, 1990 - January 24, 1991	Spring Registration
January 26	Spring Weekend College Begins
January 28	Spring Weekday College Begins
February 15	Last Day to Apply for May Graduation (Late Fee applies if filed after this date)
February 18	Holiday (Presidents' Day)
March 1	Last Day to turn in all paperwork for Summer/Fall 1991 Financial Aid
March 14	Last Day to Register for Independent Study and Masters Thesis
March 25-29	Spring Break
April 1 - June 24	Registration for Summer School for continuing students, new applicants and admitted students
May 1 - August 31	Fall Registration
Sunday, May 12	Spring Weekend College Ends
Friday, May 17	Spring Weekday College Ends
Sunday, May 19	Graduation
Monday, May 27	Holiday (Memorial Day)
Wednesday, May 29	Spring Evaluations Due in College Records

SUMMER 1991 CALENDAR

April 1 - June 24	Summer Registration
June 22	Summer Weekend College Begins
June 24	Summer Weekday Session Begins
July 4	Holiday (Independence Day)
August 1	Last Day of College Summer Session
August 7-27	August Intensives

FALL 1991 CALENDAR

September 2	Holiday (Labor Day)
September 5	Weekday College Begins
September 7	Weekend College Registration Weekend College Begins
December 15	Last Day of Fall semester for Weekend College
December 19	Last Day of Fall semester for Weekday College

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, counseling, and teaching credentials, and a children's school serving infants through primary age children and their parents.

Three basic concepts underlie the educational philosophy of Pacific Oaks: 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.

In 1959, continued expansion led to accredited BA and MA 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.

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 Pacific Oaks include a field work or practicum component.

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

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including that based upon race, ethnicity, class, sexual preference, gender, age and physical ability. We expect respect to be shown towards persons in all categories, both generally and as individuals.

We ask that all members of the Pacific Oaks community be willing to engage actively in thought, discussion, and change as we all learn about the nature, dynamics and impact of bias and oppression and the ways in which theories, practices and institutions are oppressive. It is important that we be willing to risk growing and changing together rather than clinging to old theories and practices simply because they are familiar and comfortable.

For further information about College programs, please contact:

Director of Admissions
5 Westmoreland Place
Pasadena, CA 91103
818/397-1349

Handwritten signature: Marsha

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

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

Handwritten signature: Susan

For further information about Extension, please contact:

Director of Extension
5 Westmoreland Place
Pasadena, CA 91103
818/397-1376 or 397-1375

Handwritten signature: Sharon

OVERVIEW OF PROGRAMS

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 a 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' competencies 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).

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 a comfortable, relaxed setting. 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 about nine who teach only in the College, and six who also teach in the Children's School. There are 15 to 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 eight to ten adjunct faculty on location.

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

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, affects a child's development. Pacific Oaks promotes educational practices within the institution, profession 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*

About Pacific Oaks

Locations, Timeframes & Services

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 one week spring break). Each class is offered in three hour blocks once a week with a few exceptions. Most classes are scheduled from 4:00 p.m. to 6:45 p.m. or 7:00 p.m. to 9:45 p.m. Some one-unit required classes in special programs are offered as weekend workshops, and a few classes may be offered from 1:00 p.m. to 3:45 p.m. Practicum and student teaching are scheduled mornings and afternoons.

PASADENA WEEKEND COLLEGE

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.

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

Specializations 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

Bicultural Development Specialist
Multiple Subject Teaching Credential

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

Marriage, Family and Child Counseling (MFCC)
Clinical Child Development Specialist
Special Education Credential

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.

PASADENA SUMMER SESSION

Pasadena summer sessions begin in the middle of June and last six weeks. The MA in Human Development, some MA specializations, MA/ABLE, BA, BA/ABLE and Credentials may be completed by attending summers primarily. Depending upon the number of units required, it may take from two to four summers to complete a degree.

Three unit classes are offered twice a week on two consecutive days for four hours throughout the day. Most classes fall in the following time slots: 2:00 to 5:45 p.m. or 6:00 to 9:45 p.m.

Weekend classes are also offered during summer session.

PASADENA 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. A typical three unit Intensive meets daily for five successive days, nine hours per day. When you register, inquire about reading or other preparation to be done in advance. Advance registration for intensives is required. Please refer to Fall, Spring and Summer schedules for registration deadlines. Some Intensives may require a follow-up project.

Students may use nine units of Intensive work toward their degree. If you wish to pursue more than nine units of college work through Intensives, submit a written request to your advisor. The advisor will make a decision based upon your performance in other courses.

OUTREACH (OUTSIDE PASADENA AREA)

Pacific Oaks outreach programs are designed primarily for MA students. However, BA students 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 alumni in the San Francisco Bay Area, Portland, Seattle, San Diego and Phoenix.

Outreach classes are offered on three or more weekends in Fall and Spring. Except in Seattle, one class is offered at each outreach location each semester. Additional classes are offered in Seattle, where Summer intensives are also offered in July.

Outreach students may take up to 21 of the 30 units required for the MA in outreach courses. Outreach students must participate in nine semester units on the Pasadena campus. BA students must spend a Summer session or Fall or Spring session on campus.

Some outreach students may accelerate their program by combining outreach and independent study. A student located within an outreach area may do nine units of independent study concurrently with outreach classes.

Pacific Oaks Central Outreach Advisor & Coordinator:

Betty Jones
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103
818/397-1326

Local Outreach Coordinators

San Francisco / Bay Area
Mike Marsh
3354 Adeline St.
Berkeley, CA 94703
415/547-3529

San Diego
JoeAnn Dugger
439 Glenmont Drive
Solana Beach, CA 92075
619/755-4373

Portland

Laurie Todd
P.O. Box 15147
Portland, OR 97215-0147
503/236-0768

Seattle

Barbara Daniels
2812 116th NE
Bellevue, WA 98004
206/889-0909

Phoenix

Kathryn Wauters
Children's World
13840 N. Tatum
Phoenix, AZ 85032
602/788-9458

CLUSTER CLASSES (OUTSIDE PASADENA AREA)

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, San Diego 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, Betty Jones. Cluster formation is contingent on WASC review and approval and faculty availability.

A new cluster is being formed near Santa Fe, New Mexico. Interested students should contact:

Dr. Jerry Ferguson
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103
818/397-1340

Locations, Timeframes & Services

Locations, Timeframes & Services

INDEPENDENT STUDY OFF-CAMPUS

Exceptionally self-directed, professionally advanced, and mature students located away from the Pasadena and outreach sites may complete up to one-half of their BA or MA requirements by independent study.

Approach courses may not be done through Independent Study. Independent Study students must participate in nine units of instruction at the Pasadena campus. Work within the HD 299 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 PROGRAMS

Branch Campus: The Little School of Seattle

Pacific Oaks/The Little School in Bellevue, Washington, has branch campus status. The Little School offers open-structure educational programs for children from three to 13 years of age. Pacific Oaks/The Little School offers the Multiple Subject Teaching Credential under the Ryan Act. A BA is required before acceptance as a student at The Little School.

The Little School has a separate application process for the credential/M.A. program, and admissions are limited. A rigorous, full-time graduate program held over a nine-month period meets requirements for the California Multiple Subject Teaching Credential (elementary school). Because of a reciprocal agreement between California and Washington, holders of the California credential may obtain one from Washington, as well. The 15 additional units required for the M.A. in Human Development may be completed in Seattle outreach or in Pasadena.

Pacific Oaks Faculty at the Pacific Oaks/The Little School is:

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

High/Scope Pacific Oaks Cooperative Program

Pacific Oaks has a special arrangement with High/Scope for those who have completed the Trainer of Teacher Trainers program. Contact the Admissions Office for more information.

***Kyushu Otani Junior College**

The students who enroll each year in the International Early Childhood Program at Kyushu Otani Junior College in Chikugo City, Fukuoka, Japan, may spend the last two years for the B.A. at Pacific Oaks in Pasadena after admission to the Pacific Oaks B.A. program.

Pacific Oaks staff at Kyushu Otani Junior College are: Mary Beth Lakin and Lois Mason.

CHILD DEVELOPMENT ASSOCIATE

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

B.A. and M.A. ABLE students who have completed the CDA may apply for credit based on the CDA assessment process. Contact the Admissions Office for more information.

all opportunities

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 styles 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 the San Francisco Bay Area.

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 B.A. degree at Pacific Oaks. The credits do not fulfill the residency requirement for Pacific Oaks degrees, nor, in most cases, 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.

Some College courses may be available for extension credit. Please contact the Extension Office for more information.

Pacific Oaks Extension
5 Westmoreland Place
Pasadena, CA 91103
(818) 397-1375 or 1376

For more information about Pacific Oaks Extension opportunities, contact the local coordinators:

San Francisco Bay Area:	Orange County and San Diego:
Mike Marsh	Chris Butler
3354 Adeline St.	13061 Lapson Avenue #88
Berkeley, CA 94703	Garden Grove, CA 92640
(415) 547-3529	(714) 740-1813

In the Los Angeles area and areas not listed above, contact:

~~Nedra Kirkland~~ *Ed Dyson*
Pacific Oaks Extension
5 Westmoreland Place
Pasadena, CA 91103
(818) 397-1376 or 1375

Sheralynn

PACIFIC OAKS EXTENSION DRUG & ALCOHOL STUDIES PROGRAM

In respect to the Mission Statement of Pacific Oaks College, the Drug and Alcohol 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). Students who complete this substance abuse counseling program may transfer the units from the program into a B.A., B.A. ABLE, or M.A. ABLE program at Pacific Oaks College. The 30 upper division units will help to fulfill some of the general education units required by the college:

6 units math/science

15 units social science (does not include the required general psychology and general sociology courses)

3 units humanities

The remaining six units will transfer in as elective units.

For admission and information contact:

~~Ventura Hernandez~~, M.A., MFCC (818) 397-1366 or (213) 452-3341

Perry Thacker 1399/1391

*Locations,
Timeframes &
Services*

Locations, Timeframes & Services

CONTINUING EDUCATION FOR NURSES (CEU)

Pacific Oaks is eligible to grant continuing education units for nurses. Our provider number is 04963.

Students who wish to earn continuing education credit must indicate this by writing their nurse's license number on the registration form.

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 and in this catalog.

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 College Records at the end of the semester. It is required for the 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 special students. For information, contact the Admissions Office.

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

CBEST Preparation

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*.

Courses for new professionals in teaching are also offered.

For further information, contact: Dr. Mae Pendleton Cowan, (818) 397-1333.

Teacher Seminars (for Extension credit)

May satisfy professional growth requirement for the Professional Clear Teaching Credential.

Seminar I: Pathways to Personal Power and Self Esteem in the Teaching Profession

30 Hours/2 Units

Experience yourself as the beautiful, magnificent, capable individual you were created to be. Develop your sensitivity, strength, flexibility, and competence in working with

others. Remove blocks to self-expression, and achieve mastery in your personal and professional life.

Seminar II: Organization, Management, and Discipline in the Elementary Classroom

30 Hours/2 Units

Create a positive psychosocial environment in which you can maintain your right to teach and enhance learning opportunities for all students. Celebrate cultural/ethnic differences and learning styles as powerful forces which enrich the teaching/learning process. Examine a variety of classroom environments, instructional techniques, and management strategies. Develop a model of discipline and classroom management based on your personal philosophy and teaching style.

Seminar III: Love and Substitute Teaching: Turning Challenges into Opportunities

30 Hours/2 Units

Become the super substitute teacher you want to be. Practice and model specific learning activities which will instantly center and focus students' attention and involve them in discovery and adventure. You will create practical "Survive and Thrive Kits" for preschool/kindergarten, grades 1 and 2, grades 3 and 4, and grades 5 and 6.

Seminar IV: Reality vs. Myth: The Truth About Educating African-American Children

45 Hours/3 Units

Through active participation and experiential processes, educators will discover how to release and channel the unique strength, the exceptional creativity, the indomitable spirit and the boundless imagination of African American children. Topics include: lighting your own fires of enthusiasm, dedication, determination and commitment; designing environments to enhance the optimal growth and development of African-American children; developing independent learning skills and building self-esteem with African-American children; teaching African-American history, culture, and curriculum content through music, drama and dance; teaching reading and thinking from an African-American perspective.

CURRICULUM PHILOSOPHY

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 three teaching credentials: Multiple Subject Teaching Credential and Special Education Teaching Credentials (Learning Handicapped and Severely Handicapped); and a Post-Graduate Certificate.

The College offers five specializations at the B.A. level: Child Care, Developmental Education, Early Childhood Education, Lactation Consultant, and Work with Infants and Toddlers. Students may also, in cooperation with their advisors, design a study program directly meeting their needs and interests.

B.A. ABLE (Admission By Life Experience) offers students an opportunity to document, through presentations and papers, 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.

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

M.A. ABLE (Admission By Life Experience) offers students an opportunity to document competence equivalent to a B.A. degree from Pacific Oaks to begin graduate studies. This program can be done with either the M.A. in Human Development or the M.A. in Marriage, Family and Child Counseling.

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

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

The curriculum in Human Development, Marriage, Family and Child Counseling, and the Credential Programs is organized around five areas in which students are expected to be competent. The competencies are:

- Understanding of *developmental* theories.
- Understanding and valuing *diversity*.
- Ability to *implement* theories and empower others.
- Ability to *communicate* with others in a connective way.
- Ability to collect, process, and evaluate data through *research*.

Each of these competencies, except research, has a required approach class. These classes introduce active learning, as well as subject areas. Since the approach classes will also help students define their own areas of interest and learning needs, these classes should be taken early in a student's program at Pacific Oaks. Except in Outreach, students are expected to take at least one approach class in their first semester.

One level of approach classes is offered for B.A., M.A., and postbaccalaureate students who enter Pacific Oaks with beginning knowledge in a competence area. A second level of approach classes is offered for M.A. and post-baccalaureate students who enter Pacific Oaks with advanced knowledge in a competence area. The second level of approach classes may also be used as electives for M.A. and post-baccalaureate students in most programs.

The student must consult with the advisor when choosing classes in which to enroll. The criteria to consider are listed below. After enrollment, if a student and faculty member together determine that a student would benefit from one of the other approach courses, the drop-add period will allow for switching course enrollment.

Degrees, Programs & Specializations

Degrees, Programs & Specializations

TRANSFER REQUIREMENTS FOR THE B.A., B.A. ABLE, AND M.A. ABLE DEGREES

Pacific Oaks offers only upper division and graduate level courses. Transfer requirements for admission include completion of not less than 60 and not more than 70 lower division transferable college semester units with at least a "C" average. The lower division units need to be in four basic areas as follows:

Oral and Written Expression:

a minimum of nine semester units including English Composition (see below).

Science and Math:

a minimum of nine semester units (see below).

Social Science:

a minimum of nine semester units including general psychology and either General Sociology or Cultural Anthropology (see below).

Humanities and Arts:

a minimum of nine semester units (see below).

1. Oral and Written Expression

Required: English Composition

Take enough of the following to equal 9 semester units when added to your English Composition class:

- Composition
- Creative Writing
- Debate
- English Literature
- Journalism
- Nursery School Language Arts (3 units maximum)
- Linguistics
- Oral Interpretation
- Speech

2. Science & Math

- Algebra
- Astronomy
- Biology
- Business Economics
- Business Math

- Calculus
- Chemistry
- Computer Science
- Physics
- Ecology
- First Aid
- Geometry
- Health Education
- Math (any college level course)
- Nutrition
- Physical Anthropology
- Physical Geography
- Physiological Psychology
- Statistics (Mathematical)
- Zoology

At least one of your science/math courses must be taken from a math or science department.

3. Social Science

Required: Introductory Psychology

Required: Introductory Sociology or Introductory Cultural Anthropology

Take enough of the following to bring your unit total up to nine semester units:

- Archaeology
- Child Development
- Cultural Anthropology
- ECE courses (theoretical)
- Ethnic Studies*
- Political History*
- Political Science*
- Psycholinguistics
- Psychology
- Social Geography
- Sociology
- Statistics (research in Social Science or Psychology)
- U.S. History*
- Women's Studies*

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

Degrees, Programs & Specializations

4. Humanities and the Arts

At least six units from the following:

- Art History
- Foreign Language (Advanced: 4th semester or 5th quarter and beyond)
- History
- Literature
- Logic
- Music Theory or History
- Philosophy
- Religion
- Theatre History

Three more units from the above or from:

- Acting Courses
- Children's Literature
- Foreign Language (Intermediate: 3rd semester or 4th quarter)
- Music or Art for Children
- Music Lessons or Performance (for college credit)
- Studio Art Courses

5. Electives

- Early Childhood Education (applied)
- Foreign Language (introductory level)
- Home Economics
- Physical Education Activity (maximum 4 semester units)

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

If a student has 15 units or more in any one general education area, and less than nine in another, three units may be transferred from the area with 15 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.

Applicants who (1) meet all B.A. admission requirements, (2) have completed with outstanding recommendations an Associate program in Early Childhood Education in a community college whose program meets specified criteria, and (3) have more than 70 lower-division units may apply for assessment of their excess lower division work as evidence of competence equivalent to up to 24 transferable units. M.A. ABLE students may be credited with up to 30 additional units through this same process. Request application for the Waiver Program in Early Childhood Education from the Office of Admissions. A \$20 assessment fee will be charged.

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.

Transcript evaluations are available for a fee of \$25.00 (which is applicable toward the \$50.00 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.

Students can receive a transfer credit estimate based on unofficial transcripts by appointment with the Admissions Office.

Degrees, Programs & Specializations

Options for Earning Transferable Units Toward B.A., B.A. ABLE, and M.A. ABLE Degrees

Students who have completed, or who are in the process of completing, the 36 unit General Education requirement may participate in Pacific Oaks Extension classes to earn upper division transfer units.

Students who successfully complete the Pacific Oaks Extension Drug and Alcohol Studies Program (DAP) can transfer in the 30 units earned in DAP towards the B.A., B.A. ABLE, and M.A. ABLE programs. See page nine for more information.

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 course work at another institution (or do CLEP testing) concurrently with their Pacific Oaks course work.

If the student has completed the national CDA certification program, up to 30 upper division units can be transferred into her/his program without payment of tuition. There is a fee for having CDA work translated into units. Contact the Extension Office at (818) 397-1375 for more information.

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

B.A., HUMAN DEVELOPMENT DEGREE REQUIREMENTS

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

Competency - Development

HD 200 Early Childhood Themes & Life Cycle Issues

Competency - Diversity

HD 282 Social & Political Contexts of Human Development

Competency - Implementation

HD 400 Working with Children *or*

HD 401 Working with Adults

Competency - Communication

HD 231 Communicating for Empowerment

A student may waive the communication requirement by:

1. All of the following:
 - a. The completion of your first course with a full-time Pacific Oaks faculty member. If in your first semester, you do not have a course with a full-time faculty member, a course taught by a Credential/MFCC core adjunct faculty member may be substituted.
 - b. A waiver petition (available in College Records) signed by that faculty member, attesting to your ability to communicate; *or*
2. All of the following:
 - a. Admission to the B.A. ABLE program
 - b. Completion of HD 298 Assessment of Experience
 - c. A waiver petition for HD 231 signed by your HD 298 instructor, attesting to your ability to communicate.

Competency - Research

A research paper is required of all students in HD 200 when the course is taken during Fall, Spring and Summer semesters. This satisfies the research requirement. If HD 200 is taken during an Intensive, the required research paper must be done in HD 282.

Degrees, Programs & Specializations

Two Practica in Children's Programs

HD 402, 403, 404, 405, 406W, 407, 409, 411, 414, 442, 399

Students planning to petition to waive a Children's School practicum requirement must complete their first practicum prior to their last semester at Pacific Oaks. The petition process must be completed by the deadline to apply for graduation during the last semester.

It is the student's responsibility to produce the proof of competence in the waiver process as well as to obtain all the necessary signatures.

There will be no credit granted for prior experience. A waiver will be documented on your transcript as PT (by petition).

The waiver is not automatically granted. The petition process begins with College Records. They will provide the petition form and guidelines.

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 (36 units) of college credit, including the required general education transfer units, and
2. be 30 years of age or older, and
3. have 3-5 years of professional-level work in a human service position, and
4. complete the regular application for admission to Pacific Oaks.

B.A. ABLE students are admitted provisionally. They will be considered for full admission upon successful completion of the one-unit Assessment of Experience class and all lower division requirements. Students not completing the Assessment class may not enroll in further Pacific Oaks course work until the course is completed unless they change from B.A. ABLE to the regular B.A. program (this requires consent of the ABLE program director and notification of the Admissions Office).

Students in the B.A.ABLE program may document competency equivalent to up to 30 lower division units through the assessment process. Up to 30 upper division units may be earned through documentation.

Documentation requires written and oral analysis of one's work or other life experience.

These units are recorded on the transcript with appropriate titles and are paid for at the current assessment tuition rate.

Students wishing to document more than 30 units must take HD 298, Assessment of Experience, twice. Enrollment in HD 298 a second time is at the recommendation of the first HD 298 instructor and with the consent of the Director of the ABLE program.

When the B.A. ABLE student has a total of 90 transfer and documented competency 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 course work, including all B.A. degree requirements listed on page 14 and HD 298, Assessment of Experience. B.A. ABLE students who are also admitted to the Multiple Subject Teaching Credential Program may include up to eight units of Pacific Oaks Education units in their 34 residency units.

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 documented 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 or his/her advisor decides during 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 award.* Any student considering such a switch needs to talk with the Financial Aid Officer before making any change.

Degrees, Programs & Specializations

B.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the B.A. degree: Child Care, Early Childhood Education, Developmental Education, Lactation Consultant, and Work with Infants and Toddlers. Students may specialize in more than one area. Each specialization has its own specific requirements which are outlined below. Other courses may be added with approval of the advisor.

Child Care

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

All students in this specialization are required to complete two field work experiences in child care.

The following courses are required for the child care specialization:

HD 402 Child Care Practicum (twice) *or*
Waiver

Choose two of the following:

HD 240 Models & Methods of Parent Involvement

HD 246 Play in Childhood

HD 281 Children, Painting and Clay

HD 250 Developing Anti-Bias Curriculum: Teaching
Our Values to Children

HD 218 Cognitive Development: Piaget

HD 460 Seminars in Bicultural Development and
Education

Advisor: Deborah Owens, M.A.

Developmental Education

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are:

1. Class:

HD 400 Working with Children *or*

HD 410 Developmental Education

2. At least two of the following classes:

HD 218 Cognitive Development: Piaget

HD 246 Play in Childhood

HD 240 Models and Methods of Parent Involvement

HD 401 Working with Adults

HD 427 Working with Bicultural Children

HD 285 Development of Bicultural Children

HD 213 Evaluating Environments & Planning for
Change

HD 288 Developmental Assessment and Program
Planning

HD 420 The Art of Observation

3. Practicum/field experience at 4 developmental levels:

Infants/Toddlers (0-2 years)

Preschool (2-4)

Kindergarten/Primary (4-6)

Primary (6-9)

Preadolescent (9-13)

Adolescent (15-18)

Young Adult (18-22)

Adult (over 21)

Advisor: regular degree/program advisor

Fieldwork Supervisor: Sydney Gurewitz Clemens, M.A.

Early Childhood Education

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are:

1. Class:

HD 400 Working with Children *or*

HD 410 Developmental Education

2. At least two of the following classes:

HD 218 Cognitive Development: Piaget

HD 246 Play in Childhood

HD 240 Models and Methods of Parent Involvement

HD 401 Working with Adults

HD 427 Working with Bicultural Children

HD 285 Development of Bicultural Children

HD 213 Evaluating Environments & Planning for
Change

HD 288 Developmental Assessment and Program
Planning

HD 420 The Art of Observation

Degrees, Programs & Specializations

3. Practicum/field experience at 4 developmental levels:

- Infants/Toddlers
- Two Year Olds
- 3 and 4 Year Olds
- 4 and 5 Year Olds
- 6 to 8 Year Olds
- Working with Parents of Young Children

Advisor: regular degree/program advisor

Fieldwork Supervisor: Sydney Gurewitz Clemens, M.A.

Lactation Consultant

The graduate of the B.A. in Human Development with a specialization in Lactation 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.

In addition to requirements for the B.A. (see page 14; note that HD 401 Working with Adults must be taken instead of HD 400), requirements for the Lactation Specialization are:

- HD 229 Infant and Family Life Cycle
- HD 234 Basic Lactation 1A: Public Health, Social and Nutritional Issues
- HD 233 Basic Lactation 1B: Techniques
- HD 316A,B Neonatal Suck Evaluation and Training
- HD 317A,B Functioning as a Lactation Consultant
- HD 332 Lactation Clinical Practice (900 hours)
- HD 333 Field Observation for Lactation Consultants
- HD 334 Special Challenges for the Lactation Consultant
- HD 262 Research

Two practica from the following:

- HD 403 Infant/Toddler/Parent Center
- HD 406W Saturday Infant/Toddler Program

The specialization consists of 22 units of course work and at least six units of practicum; B.A. requirements must also be met.

Advisors: Ellen Shell, M.A., and Chele Marmet, M.A.

The Lactation Institute
16161 Ventura Boulevard, Suite 223
Encino, CA 91436
(818) 995-1913

Work with Infants and Toddlers

Programs for infants, toddlers and their parents are proliferating and there is a growing demand for professionals knowledgeable in this area. Basic requirements for the specialization are:

1. Two practica in the Parent/Infant/Toddler Center:

- HD 403 Parent/Infant/Toddler Center
- HD 406W Saturday Infant/Toddler Program

2. Classes:

- HD 254 Authentic Infant - Competent Child
- HD 249 Preventive Intervention for Infants & the Very Young
- HD 240 Models and Methods of Parent Involvement

Advisor: Renatta Cooper, M.A.

Degrees, Programs & Specializations

30 units

M.A., HUMAN DEVELOPMENT, DEGREE REQUIREMENTS

A Bachelor's degree from an accredited institution is required for admission to the M.A. in Human Development program. 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, ability to work on bias issues, skill in implementing theories in work with children and/or adults, and research. A Master's project, which is an original contribution to knowledge and understanding based on field experience and data analysis, 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 M.A. in Human Development. 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 course work must be completed:

Competency — Development

HD 200 Early Childhood Themes & Life Cycle Issues
(if not taken at the B.A. level) *or*

✓ HD 201 Advanced Studies in Human Development

Prerequisites for HD 201:

1. All of the following:
 - a. M.A. or post-baccalaureate student
 - b. Knowledge of Erik Erikson's theory and other psychosocial theories
 - c. Knowledge of cognitive theories
 - d. Ability to observe and interpret data
 - e. Ability to reflect on one's own and others' life development and processes

or
2. M.A. or post-baccalaureate student, and previous completion of HD 200.

Competency — Diversity

HD 282 Social & Political Contexts of Human Development
(if not taken at the BA level) *or*

HD 360 Advanced Studies in Diversity & Anti-Bias Work

Prerequisites for HD 360:

1. All of the following:
 - a. M.A. or post-baccalaureate student
 - b. Experience working on issues regarding sexism, racism, classism, and disability
 - c. Demonstrated commitment to social justice
 - d. Understanding of the dynamics of institutional and individual bases and use of power

or
2. M.A. or post-baccalaureate student and previous completion of HD 282.

Competency — Implementation

HD 400 Working with Children *or*

HD 401 Working with Adults *or*

HD 450 Ecology of Working with Children

Prerequisites for HD 450:

1. All of the following:
 - a. M.A. or post-baccalaureate student
 - b. Knowledge of appropriate developmental practice with children or adults
 - c. Understanding of power issues in work with children and/or adults
 - d. Ability to observe behavior and use the data as a guide for behavior
 - e. Experience in working with children and/or adults

or
2. M.A. or post-baccalaureate student and previous completion of HD 400 or HD 401.

Competency — Communication

HD 231 Communicating for Empowerment

A student may waive the communication requirement by:

1. All of the following:
 - a. The completion of your first course with a full-time Pacific Oaks faculty member. If in your first semester you do not have a course with a full-time faculty member, a course taught by a Credential / MFCC core adjunct faculty member may be substituted.

Degrees, Programs & Specializations

- b. A waiver petition, signed by that faculty member, attesting to your ability to communicate according to the above definition, or
2. All of the following:
 - a. Admission to one of the ABLE programs
 - b. Completion of HD 298 Assessment of Experience
 - c. A waiver petition form for HD 231 signed by your HD 298 instructor, attesting to your ability to communicate.

Competency — Research

A research paper is required of all students in HD 200 or HD 201 when the course is taken during Fall, Spring and Summer sessions. This satisfies the research requirement. If HD 200 is taken during an Intensive, the required research paper must be done in HD 201, HD 282 or HD 360.

HD 277 Thesis Development

All M.A. students are required to take HD 277A, B, and C, unless a waiver form is signed by the student's thesis chair. The student may waive one, two or all three units of HD 277.

HD 299 Thesis/Master's Project

M.A. students working on their thesis must pay for three units of HD 299 in the semester following advancement to candidacy and for one unit of HD 299 each semester thereafter until the thesis is completed. This assumes that the student is enrolled in HD 277 during the semester s/he is advanced to candidacy.

If the student is not enrolled in HD 277 during the semester s/he advances to candidacy, the three-unit fee must be paid in the semester of advancement to candidacy followed by a one-unit HD 299 in subsequent semesters.

Students do not pay for one unit each semester after candidacy if they file a Leave of Absence form for each semester. Students on Leave of Absence do not have the opportunity to work with their thesis committee during the leave.

M.A. IN HUMAN DEVELOPMENT OR MARRIAGE, FAMILY AND CHILD COUNSELING ABLE PROGRAM: ADMISSION BY LIFE/WORK EXPERIENCE

The M.A. ABLE program is not available to teaching credential candidates.

Students applying to the M.A. ABLE Program must have earned a minimum of 60 semester college units and may not have a Bachelor's degree. 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 12). In the Assessment of Experience course (HD 298), students document that their life/work experience has given them knowledge and skills equivalent to a B.A. in Human Development from Pacific Oaks. To be considered for admission to the M.A. ABLE program, students must:

1. have completed at least two full years (60 semester units) of college credit, and
2. not have a Bachelor's degree, and
3. be 35 years of age or older, and
4. have five to seven 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, and
5. be able to demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community, and
6. have the ability to conceptualize and theorize about their work and their understanding of human development and to communicate this conceptualization.

Students in the M.A. ABLE program document 30 upper division undergraduate units through the assessment process.

Please refer to the fee schedule for the cost of these documented units.

Degrees, Programs & Specializations

- b. A waiver petition, signed by that faculty member, attesting to your ability to communicate according to the above definition, *or*
- 2. All of the following:
 - a. Admission to one of the ABLE programs
 - b. Completion of HD 298 Assessment of Experience
 - c. A waiver petition form for HD 231 signed by your HD 298 instructor, attesting to your ability to communicate.

Competency — Research

A research paper is required of all students in HD 200 or HD 201 when the course is taken during Fall, Spring and Summer sessions. This satisfies the research requirement. If HD 200 is taken during an Intensive, the required research paper must be done in HD 201, HD 282 or HD 360.

HD 277 Thesis Development

All M.A. students are required to take HD 277A, B, and C, unless a waiver form is signed by the student's thesis chair. The student may waive one, two or all three units of HD 277.

HD 299 Thesis/Master's Project

M.A. students working on their thesis must pay for three units of HD 299 in the semester following advancement to candidacy and for one unit of HD 299 each semester thereafter until the thesis is completed. This assumes that the student is enrolled in HD 277 during the semester s/he is advanced to candidacy.

If the student is not enrolled in HD 277 during the semester s/he advances to candidacy, the three-unit fee must be paid in the semester of advancement to candidacy followed by a one-unit HD 299 in subsequent semesters.

Students do not pay for one unit each semester after candidacy if they file a Leave of Absence form for each semester. Students on Leave of Absence do not have the opportunity to work with their thesis committee during the leave.

M.A. IN HUMAN DEVELOPMENT OR MARRIAGE, FAMILY AND CHILD COUNSELING ABLE PROGRAM: ADMISSION BY LIFE/WORK EXPERIENCE

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1. have completed at least two full years (60 semester units) of college credit, and
2. not have a Bachelor's degree, and
3. be 35 years of age or older, and
4. have five to seven 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, and
5. be able to demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community, and
6. have the ability to conceptualize and theorize about their work and their understanding of human development and to communicate this conceptualization.

Students in the M.A. ABLE program document 30 upper division undergraduate units through the assessment process.

Please refer to the fee schedule for the cost of these documented units.

Degrees, Programs & Specializations

Documented units will appear on the student's transcript, as will the words "B.A. equivalent." 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 Assessment of Experience class are

1. DC 401 early years theory — 5 units
2. DC 402 later years theory — 5 units
3. DC 403 constraints on human development (this includes racism, sexism, classism, ageism, etc.) — 5 units
4. DC 404 work with behavioral data — 5 units
5. DC 405 sensory experiences — 5 units
6. DC 406 working with people or practicum — 5 units

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

# of Units Transferred to Pacific Oaks	Minimum # of Units to Complete at Pacific Oaks
60	42
80	39
100	36
120or more	33

Completion of some specializations within the M.A. degree program will require additional units.

The required M.A. units include one unit for the Assessment of Experience course.

M.A. ABLE students are strongly encouraged to take HD 298 Assessment of Experience in their first semester at Pacific Oaks. They are required to take this course within their first year at Pacific Oaks. Successful completion of HD 298 Assessment of Experience is required before registering for further course work.

M.A. ABLE students follow curriculum requirements for the M.A. degrees, programs, and specializations in which they are enrolled.

BICULTURAL DEVELOPMENT SPECIALIST

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 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 subject to a different set of socioeconomic 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.

Degrees, Programs & Specializations

Documented units will appear on the student's transcript, as will the words "B.A. equivalent." 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 Assessment of Experience class are

1. DC 401 early years theory — 5 units
2. DC 402 later years theory — 5 units
3. DC 403 constraints on human development (this includes racism, sexism, classism, ageism, etc.) — 5 units
4. DC 404 work with behavioral data — 5 units
5. DC 405 sensory experiences — 5 units
6. DC 406 working with people or practicum — 5 units

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

# of Units Transferred to Pacific Oaks	Minimum # of Units to Complete at Pacific Oaks
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80	39
100	36
120 or more	33

Completion of some specializations within the M.A. degree program will require additional units.

The required M.A. units include one unit for the Assessment of Experience course.

M.A. ABLE students are strongly encouraged to take HD 298 Assessment of Experience in their first semester at Pacific Oaks. They are required to take this course within their first year at Pacific Oaks. Successful completion of HD 298 Assessment of Experience is required before registering for further course work.

M.A. ABLE students follow curriculum requirements for the M.A. degrees, programs, and specializations in which they are enrolled.

BICULTURAL DEVELOPMENT SPECIALIST

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Bicultural Development Specialist Program

Requirements are as follows:

HD 200	Early Childhood Themes and Life Cycle Issues or	
HD 201	Advanced Studies in Human Development	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 282	Social & Political Contexts of Human Development	3
HD 400	Working with Children or	
HD 401	Working with Adults or	
HD 450	Ecology of Working with Children	3
HD 285	Development of Bicultural Children	3
HD 360	Advanced Studies in Diversity	3
HD 427	Working with Bicultural Children or	
HD 235	Cross Cultural Mores and Values	3
HD 416	Practicum in Bicultural Development	3
HD 220	Sociolinguistics: Issues of Language & Culture	3
HD 460	Seminars in Bicultural Development and Education	3
HD 277A, B, C	Thesis Development or Waiver	1, 2, or 3
HD 299	Thesis/Master's Project*	3
TOTAL:		30-36 units

*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, Ph.D., MFCC, R.N.

CLINICAL CHILD DEVELOPMENT (CCD)

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

The Clinical Child Development (CCD) program is a 41-49 unit program upon completion of which a Master's degree in Human Development with a specialization in Clinical Child Development is awarded. Students are 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; and thoughts about early intervention, psychotherapy, and their usefulness. If admitted to the program, provisional admission status is in effect until nine 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.

Students are required to 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.

Degrees, Programs & Specializations

Bicultural Development Specialist Program

Requirements are as follows:

HD 200	Early Childhood Themes and Life Cycle Issues or	
HD 201	Advanced Studies in Human Development	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 282	Social & Political Contexts of Human Development	3
HD 400	Working with Children or	
HD 401	Working with Adults or	
HD 450	Ecology of Working with Children	3
HD 285	Development of Bicultural Children	3
HD 360	Advanced Studies in Diversity	3
HD 427	Working with Bicultural Children or	
HD 235	Cross Cultural Mores and Values	3
HD 416	Practicum in Bicultural Development	3
HD 220	Sociolinguistics: Issues of Language & Culture	3
HD 460	Seminars in Bicultural Development and Education	3
HD 277A, B, C	Thesis Development or Waiver	1, 2, or 3
HD 299	Thesis/Master's Project*	3
TOTAL:		30-36 units

*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, Ph.D., MFCC, R.N.

CLINICAL CHILD DEVELOPMENT (CCD)

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

The Clinical Child Development (CCD) program is a 41-49 unit program upon completion of which a Master's degree in Human Development with a specialization in Clinical Child Development is awarded. Students are 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; and thoughts about early intervention, psychotherapy, and their usefulness. If admitted to the program, provisional admission status is in effect until nine 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.

Students are required to 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.

Degrees, Programs & Specializations

Degrees, Programs & Specializations

Clinical Child Development Program

The following courses are required for the CCD program:

HD 200	Early Childhood Themes & Life Cycle Issues	3
HD 400	Working with Children	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 282	Social and Political Contexts of Human Development or	
HD 360	Advanced Studies of Diversity	3
HD 221	Theories of MFCC	3
HD 201	Advanced Studies of Human Development	3
HD 450	Ecology of Working with Children	3
HD 285	Development of Bicultural Children	3
HD 254	Authentic Infant/Competent Child	2-3
SpEd 239	The Child with Special Needs	3
HD 288	Developmental Assessment and Program Planning	3
HD 280	CCD Seminar/Practicum I	3
HD 313	CCD Seminar/Practicum II	3
HD 314	CCD Seminar/Practicum III	3
HD 277 A, B, C	Thesis Development or Waiver	0-3
HD 299	Thesis/Master's Project	1-3
HD 253	Child Abuse Assessment or Waiver	0 or 1
TOTAL:		41-49 units

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

LACTATION CONSULTANT PROGRAM

The graduate of the M.A. in Human Development with a program in Lactation is prepared for the International Board of Lactation Consultant Examiner's exam.

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

All advising for the program will be conducted by Lactation Consultant faculty:

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

Lactation Consultant Program

HD 200	Early Childhood Themes & Life Cycle Issues or	
HD 201	Advanced Studies in Human Development	3
HD 282	Social and Political Contexts of Human Development or	
HD 360	Advanced Studies in Diversity	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 401	Working with Adults	3
HD 229	Infant & Family Life Cycle	2
HD 234	Basic Lactation 1A: Public Health, Social and Nutritional Issues	1
HD 233	Basic Lactation 1B: Techniques	1
HD 317 A, B	Functioning as a Lactation Consultant	1,1
HD 332	Lactation Clinical Practice (900 hours)	5-7
HD 333	Field Observation for Lactation Consultants	2
HD 316 A, B	Neonatal Suck Evaluation and Training	1,1
HD 334	Special Challenges for the Lactation Consultant	3
HD 262	Research	1
HD 403	Infant/Toddler/Parent Center or	
HD 406W	Saturday Infant/Toddler Program	3
HD 277 A, B, C	Thesis Development or Waiver	0 - 3
HD 299	Thesis/Master's Project	3
TOTAL UNITS:		34-42 units

Degrees, Programs & Specializations

Clinical Child Development Program

The following courses are required for the CCD program:

HD 200	Early Childhood Themes & Life Cycle Issues	3
HD 400	Working with Children	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 282	Social and Political Contexts of Human Development or	
HD 360	Advanced Studies of Diversity	3
HD 221	Theories of MFCC	3
HD 201	Advanced Studies of Human Development	3
HD 450	Ecology of Working with Children	3
HD 285	Development of Bicultural Children	3
HD 254	Authentic Infant/Competent Child	2-3
SpEd 239	The Child with Special Needs	3
HD 288	Developmental Assessment and Program Planning	3
HD 280	CCD Seminar/Practicum I	3
HD 313	CCD Seminar/Practicum II	3
HD 314	CCD Seminar/Practicum III	3
HD 277 A, B, C	Thesis Development or Waiver	0-3
HD 299	Thesis/Master's Project	1-3
HD 253	Child Abuse Assessment or Waiver	0 or 1
TOTAL:		41-49 units

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

LACTATION CONSULTANT PROGRAM

The graduate of the M.A. in Human Development with a program in Lactation is prepared for the International Board of Lactation Consultant Examiner's exam.

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

All advising for the program will be conducted by Lactation Consultant faculty:

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

Lactation Consultant Program

HD 200	Early Childhood Themes & Life Cycle Issues	
	or	
HD 201	Advanced Studies in Human Development	3
HD 282	Social and Political Contexts of Human Development or	
HD 360	Advanced Studies in Diversity	3
HD 231	Communicating for Empowerment or Waiver	0 or 3
HD 401	Working with Adults	3
HD 229	Infant & Family Life Cycle	2
HD 234	Basic Lactation 1A:	
	Public Health, Social and Nutritional Issues	1
HD 233	Basic Lactation 1B: Techniques	1
HD 317 A, B	Functioning as a Lactation Consultant	1,1
HD 332	Lactation Clinical Practice (900 hours)	5-7
HD 333	Field Observation for Lactation Consultants	2
HD 316 A, B	Neonatal Suck Evaluation and Training	1,1
HD 334	Special Challenges for the Lactation Consultant	3
HD 262	Research	1
HD 403	Infant/Toddler/Parent Center or	
HD 406W	Saturday Infant/Toddler Program	3
HD 277 A, B, C	Thesis Development or Waiver	0 - 3
HD 299	Thesis/Master's Project	3
TOTAL UNITS:		34-42 units

Degrees Programs & Specializations

M.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the M.A. degree. Each specialization has its own specific requirements, which are outlined below. Other courses may be added with approval of advisor.

Child Care

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. Basic requirements are:

1. HD 401 Working with Adults
HD 402 Child Care Practicum (two semesters)
HD 453 Field Work: Administration & Supervision
HD 458 Shadow Study: Child Care Administration
HD 340 Leadership in Education
2. Choose two from:
HD 240 Models & Methods of Parent Involvement
HD 246 Play in Childhood
HD 250 Developing Anti-Bias Curriculum:
Teaching Our Values to Children
HD 281 Children, Painting & Clay
HD 218 Cognitive Development: Piaget
HD 308 Women in Administration
HD 400 Working with Children
HD 460 Seminars in Bicultural Development and Education

Advisor: Deborah Owens, M.A.

Developmental Education Specialization

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are:

1. HD 400 Working with Children *or*
HD 410 Developmental Education
2. At least two of the following classes:
HD 218 Cognitive Development: Piaget
HD 246 Play in Childhood
HD 240 Models & Methods of Parent Involvement
HD 401 Working with Adults
HD 427 Working with Bicultural Children
HD 285 Development of Bicultural Children
HD 213 Evaluating Environments & Planning for Change
HD 420 The Art of Observation

Other courses may be selected with approval of your advisor.

3. Practicum/field experience at four developmental levels:
Infants/Toddlers (0-2 years)
Preschool (2-4)
Kindergarten/Primary (4-6)
Primary (6-9)
Preadolescent (9-13)
Adolescent (13-18)
Young Adult (18-22)
Adult (over 21)

Practicum at Pacific Oaks Children's School is strongly recommended. All students completing this specialization 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: Sydney Gurewitz Clemens, M.A.

Degrees Programs & Specializations

M.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the M.A. degree. Each specialization has its own specific requirements, which are outlined below. Other courses may be added with approval of advisor.

Child Care

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. Basic requirements are:

1. HD 401 Working with Adults
HD 402 Child Care Practicum (two semesters)
HD 453 Field Work: Administration & Supervision
HD 458 Shadow Study: Child Care Administration
HD 340 Leadership in Education
2. Choose two from:
HD 240 Models & Methods of Parent Involvement
HD 246 Play in Childhood
HD 250 Developing Anti-Bias Curriculum:
Teaching Our Values to Children
HD 281 Children, Painting & Clay
HD 218 Cognitive Development: Piaget
HD 308 Women in Administration
HD 400 Working with Children
HD 460 Seminars in Bicultural Development and Education

Advisor: Deborah Owens, M.A.

Developmental Education Specialization

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are:

1. HD 400 Working with Children *or*
HD 410 Developmental Education
2. At least two of the following classes:
HD 218 Cognitive Development: Piaget
HD 246 Play in Childhood
HD 240 Models & Methods of Parent Involvement
HD 401 Working with Adults
HD 427 Working with Bicultural Children
HD 285 Development of Bicultural Children
HD 213 Evaluating Environments & Planning for Change
HD 420 The Art of Observation

Other courses may be selected with approval of your advisor.

3. Practicum/field experience at four developmental levels:
Infants/Toddlers (0-2 years)
Preschool (2-4)
Kindergarten/Primary (4-6)
Primary (6-9)
Preadolescent (9-13)
Adolescent (13-18)
Young Adult (18-22)
Adult (over 21)

Practicum at Pacific Oaks Children's School is strongly recommended. All students completing this specialization 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: Sydney Gurewitz Clemens, M.A.

Degrees, Programs & Specializations

Early Childhood Education Specialization

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are

1. HD 400 Working with Children *or*
HD 410 Developmental Education
2. At least two of the following classes:
HD 218 Cognitive Development: Piaget
HD 246 Play in Childhood
HD 240 Models & Methods of Parent Involvement
HD 401 Working with Adults
HD 427 Working with Bicultural Children
HD 285 Development of Bicultural Children
HD 213 Evaluating Environments & Planning for Change
HD 288 Developmental Assessment and Program Planning
HD 420 The Art of Observation

Other courses may be selected with approval of your advisor.

3. Practicum/field experience at four developmental levels:
Infants/Toddlers
Two Year Olds
3 and 4 Year Olds
4 and 5 Year Olds
6 to 8 Year Olds
Working with Parents of Young Children

Practicum at Pacific Oaks Children's School is strongly recommended. All students completing this specialization 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: Sydney Gurewitz Clemens, 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. HD 401 Working with Adults, *or*
HD 340 Leadership in Education
2. At least one of the following classes in addition to that taken in #1:
HD 401 Working with Adults
HD 340 Leadership in Education
HD 232 Communication Skills & Individual Dynamics
HD 310 Conflict Resolution & Mediation
HD 440 Administration of Child Care Facilities
HD 308 Women in Administration
HD 240 Models and Methods of Parent Involvement
HD 410 Developmental Education
HD 400 Working with Children (with consent of advisor)
3. Field work appropriate to the sub-specializations listed below:
 1. Administration/Supervision:
HD 453 Field Work: Administration & Supervision (2-3 units), *and*
HD 459 Shadow Study: Administration (1-2 units)
 2. College Teaching/Teaching Adults
HD 454 Field Work: College Teaching/Teaching Adults (1-2 units), *and*
HD 455 College Teaching/ Teaching Adults (1-2 units)
 3. Parent/Community Work
HD 456 Field Work: Working with Parents (2-3 units), *and*
HD 457 Shadow Study: Parent/Community Work (1-2 units)

Fieldwork in these three areas may be combined for a generic specialization in Leadership in Education and Human Services, with permission of advisor.

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 fieldwork course 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.

Degrees, Programs & Specializations

Early Childhood Education Specialization

This specialization is designed for teachers who wish to increase their understanding of education in a developmental framework. Basic requirements are

1. HD 400 Working with Children *or*
HD 410 Developmental Education
2. At least two of the following classes:
HD 218 Cognitive Development: Piaget
HD 246 Play in Childhood
HD 240 Models & Methods of Parent Involvement
HD 401 Working with Adults
HD 427 Working with Bicultural Children
HD 285 Development of Bicultural Children
HD 213 Evaluating Environments & Planning for Change
HD 288 Developmental Assessment and Program Planning
HD 420 The Art of Observation

Other courses may be selected with approval of your advisor.

3. Practicum/field experience at four developmental levels:
Infants/Toddlers
Two Year Olds
3 and 4 Year Olds
4 and 5 Year Olds
6 to 8 Year Olds
Working with Parents of Young Children

Practicum at Pacific Oaks Children's School is strongly recommended. All students completing this specialization 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: Sydney Gurewitz Clemens, 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. HD 401 Working with Adults, *or*
HD 340 Leadership in Education
2. At least one of the following classes in addition to that taken in #1:
HD 401 Working with Adults
HD 340 Leadership in Education
HD 232 Communication Skills & Individual Dynamics
HD 310 Conflict Resolution & Mediation
HD 440 Administration of Child Care Facilities
HD 308 Women in Administration
HD 240 Models and Methods of Parent Involvement
HD 410 Developmental Education
HD 400 Working with Children (with consent of advisor)
3. Field work appropriate to the sub-specializations listed below:
 1. Administration/Supervision:
HD 453 Field Work: Administration & Supervision (2-3 units), *and*
HD 459 Shadow Study: Administration (1-2 units)
 2. College Teaching/Teaching Adults
HD 454 Field Work: College Teaching/Teaching Adults (1-2 units), *and*
HD 455 College Teaching/ Teaching Adults (1-2 units)
 3. Parent/Community Work
HD 456 Field Work: Working with Parents (2-3 units), *and*
HD 457 Shadow Study: Parent/Community Work (1-2 units)

Fieldwork in these three areas may be combined for a generic specialization in Leadership in Education and Human Services, with permission of advisor.

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 fieldwork course 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.

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 practica in the Parent/Infant/Toddler Center:
HD 403 Parent/Infant/Toddler Center *and/or*
HD 406W Saturday Infant/Toddler Program
2. Classes:
HD 254 Authentic Infant-Competent Child
HD 249 Preventive Intervention for Infants & the Very Young
HD 240 Models & Methods of Parent Involvement

Advisor: Renatta Cooper, M.A.

*Degrees,
Programs &
Specializations*

Degrees, Programs & Specializations

M.A. IN MARRIAGE, FAMILY AND CHILD COUNSELING DEGREE REQUIREMENTS

Prerequisites: A Bachelor's degree from an accredited institution or eligibility for the M.A. ABLE is required for admission to the MA in MFCC program. Students who enter the MFCC program without a strong background in psychology are encouraged to enroll in an Introduction to Psychological Concepts course at a junior college during their first year.

Listed below are the Pacific Oaks MFCC courses which meet Sections 4980.37, 4980.40 and 4980.41 of the Business and Professionals Code of the Board of Behavioral Science Examiners (BBSE).

Graduation from this program enables the student to complete current educational requirements of the BBSE and apply for MFCC intern registration with the Board.

BBSE COURSE CONTENT AREAS	PACIFIC OAKS COURSES	UNITS
Human Development	HD 200 Early Childhood Themes & Life Cycle Issues <i>or</i> HD 201 Advanced Studies in Human Development	3
	HD 400 Working with Children, <i>or</i> HD 401 Working with Adults <i>or</i> HD 450 Ecology of Working with Children	3
Human Communication	HD 231 Communicating for Empowerment <i>or</i> Waiver	0-3
	HD 232 Communication Skills & Individual Dynamics	3
Human Sexuality	HD 237 Human Sexuality	3
Theories of MFCC	HD 221 Theories of MFCC	3
	HD 269 Personality Theories <i>or</i> HD 325 Survey of Specialized Therapies II	3
Professional Ethics and the Law	HD 225 Professional Ethics and the Law*	0-2
Cross-Cultural Mores and Values	HD 282 Social & Political Contexts of Human Development	3
	HD 235 Cross-Cultural Mores & Values: Sociocultural Environments <i>or</i> HD 324 Survey of Specialized Therapies I	3
	HD 360 Advanced Studies in Diversity & Anti-Bias Work	3
Psychopathology	HD 267 Psychopathology	3
Research	HD 262 Research	1
	HD 277 A, B, C Thesis Development <i>or</i> Waiver	0-3
Survey of Psychological Testing	HD 274 Survey of Psychological Testing	2
Applied Psychotherapeutic Techniques of MFCC Practicum	HD 224 MFCC Practicum I HD 226 MFCC Practicum II	3 3

BBSE COURSE CONTENT AREAS	PACIFIC OAKS COURSES	UNITS
Alcoholism/Chemical Dependency	HD 374 Alcoholism & Chemical Dependency*	0-1
Child Abuse Assessment & Reporting	HD 253 Child Abuse Assessment & Reporting*	0-1
Masters Thesis	HD 299 Thesis/Masters Project	3
Other Courses (optional)	HD 309 Conflict Resolution & Mediation in Marriage & Family Counseling	3
	HD 323 Group Therapy	3
	HD 324 Survey of Specialized Therapies I	3
	HD 327 Seminar: Clients in Crises	3
	HD 328 Relationships with Agencies, Professionals & Institutions	3
	HD 326 Therapy with Children	3
	TOTAL UNITS:	48-52

Degrees, Programs & Specializations

* These courses may be taken through Pacific Oaks Extension and would be considered as Extension credit and as completing the competency requirements of the BBSE. They would not then be considered as part of the 48 units required for the M.A. Students who choose this as an option would be able to select elective courses to complete the required units.

Board of Behavioral Science Examiners Regulations

The BBSE requires all MFCC trainees who enrolled in the program on or after January 1, 1990 to register with the Board before they can begin collecting hours toward licensure. The trainee registration form must be submitted within 90 days of the date of enrollment. Trainee registration forms may be obtained from Ruth Kupers.

The BBSE requires that a trainee or intern must notify the Board in writing within 30 days of employment or termination of employment. Trainees working in a placement are considered employed whether they are paid or unpaid. These forms may be obtained from Ruth Kupers.

Hours for Licensure

A total of 3000 hours is required before a person can take the MFCC licensing examination. Trainees can collect up to 1500 hours while enrolled in the Master's program and at least 1500 hours must be collected after completing the Master's program.

Practicum

Trainees are required to take one year of Practicum HD 224 and HD 226 while they are working in a clinical placement. Trainees should plan on working between 15-20 hours per week in the placement in order to get sufficient training and collect necessary hours toward licensure.

After trainees have completed the one year of Practicum, they may enroll in an ongoing practicum, depending upon their need and recommendation by the program director. Trainees will not be charged after the completion of the first year of practicum.

Trainees who have completed the course work and are working on their thesis and working in an appropriate clinical setting with supervision by a licensed MFCC, LCSW or Ph.D. must be enrolled in the program (one unit of thesis or in a practicum) in order to collect hours toward licensure.

Degrees, Programs & Specializations

MFCC WITH PROGRAM IN CCD

Some students earning the MFCC degree may choose to add the Clinical Child Development program (for more information see page 21) to their degree. Combining these programs involves additional units. Combined CCD and MFCC students must see both program 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.

In addition to the MFCC courses, the following are required:

HD 201 Advanced Studies in Human Development	3
HD 450 Ecology of Working with Children	3
HD 285 Development of Bicultural Children	3
HD 254 Authentic Infant/Competent Child	2-3
HD 288 Developmental Assessment and Program Planning	3
SpEd 239 The Child with Special Needs	3
HD 280 or HD 313 Clinical Practicum/Seminar (substituted for one MFCC Practicum)	3
HD 314 CCD Diverse Practicum/Seminar	3
TOTAL NUMBER OF	
UNITS FOR COMBINED PROGRAM	62-69

The thesis topic must be approved by both the MFCC and CCD advisors.

ADVANCEMENT TO CANDIDACY AND THE THESIS/PROJECT PROCESS

A Thesis/Master's Project handbook is available for purchase in the bookstore.

Most students apply for candidacy after having completed one-half or more of their course work 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. Students must be advanced to candidacy before registering for HD 299 Thesis/Master's Project.

Detailed instructions about submission of the completed thesis are in the Thesis/Master's Project Handbook.

The thesis must be signed and in the library or on the Dean's desk by May 1 in order to be listed in the graduation program in the M.A. category.

CREDENTIAL PROGRAMS

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

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

The Multiple Subject Teaching Credential may be earned on the Pacific Oaks Pasadena campus or at Pacific Oaks/The Little School in Seattle, Washington. Please contact Jeanne Strong-Cvetich at The Little School for information on that program. The information given below applies to the Pasadena campus only.

MULTIPLE SUBJECT TEACHING CREDENTIAL: PRELIMINARY CREDENTIAL

A student may enroll in the preliminary credential program as a B.A. or M.A. credential student or as a graduate student enrolled only in the preliminary credential program. Holders of this credential teach most frequently at the elementary and early childhood level.

Preliminary Credential

Required courses (if not previously completed at Pacific Oaks):

HD 200 Early Childhood Themes & Life Cycle Issues	
or	
HD 201 Advanced Studies in Human Development	3
HD 231 Communicating for Empowerment or Waiver	3
If HD 231 is waived, take either	
HD 232 Communication Skills & Individual Dynamics or	
HD 310 Conflict Resolution & Mediation	3
HD 282 Social & Political Contexts of Human Development or	
HD 360 Advanced Studies in Diversity & Anti-Bias Issues	3
HD 400 Working with Children or	
HD 450 Ecology of Working with Children	3
ED 223 Curriculum Workshop: Social Studies & Integrated Arts or	
Ed 242 Teaching as a Performing Art	3
HD 218 Cognitive Development: Piaget	3

Degrees, Programs & Specializations

Ed 220 Introduction to Curriculum Development: Science	3
Ed 221 Curriculum Development: Mathematics	3
Ed 222 Curriculum Development: Reading/Language Arts	3
<i>Pacific Oaks Practicum:</i>	
HD 404 California Yard or	4
HD 405 Preschool	
ED 253 Directed Teaching: Primary	4
<i>Pacific Oaks Practicum:</i>	
HD 407 Kindergarten, or	
HD 409 Open Classroom: Primary	4
ED 254 Directed Teaching: Upper Elementary	4
Course or Exam in United States Constitution	
Course or Exam in Audio-Visual	
Completion of the California Basic Education Skills Test (CBEST)	
Completion of a Bachelor's degree with either:	
1. A diversified Liberal Arts studies major which consists of 21 units in EACH of the following areas: English and Speech; Math and Science; Humanities; and Social Science. (Units may also be distributed as 18 in one area, 24 in another area, and 21 units in each of the two remaining areas.) Pacific Oaks does not offer this major; it may be transferred from another college or university, or	
2. Any other Major and a passing score on the National Teacher Exam (NTE) in the Core Battery General Knowledge Test (English, Social Studies, Literature, Fine Arts, Science and Math).	
CBEST and NTE results must be submitted to the Credential Analyst before placement in Directed Teaching in Public Schools is processed.	
With prior approval of Advisor, the two Directed Teachings in Public Schools may be combined in one eight-unit, full-time placement, either primary or upper elementary.	
A fifth year of study is required to clear the credential.	

PROFESSIONAL CLEAR CREDENTIAL

All preliminary requirements plus a fifth year of study are required to clear the credential. Graduate students may include a M.A. degree or a Specialized credential. Each student must make an individualized plan of study, which may be extended over several years, and which must be approved by the Director of the MSTC Program to meet the professional clear credential requirements. The plan must include a minimum of 24 post-baccalaureate upper division units, of which eight may be from another institution; at least 16 units must be completed at Pacific Oaks.

Professional Clear Credential

Required courses (if not previously completed at Pacific Oaks):

HD 200 Early Childhood Themes & Life Cycle Issues or	
HD 201 Advanced Studies in Human Development	3
HD 231 Communicating for Empowerment or	
Waiver	0 or 3
<i>If HD 231 is waived, take either</i>	
HD 232 Communication Skills & Individual Dynamics or	
HD 310 Conflict Resolution & Mediation	3
HD 282 Social & Political Contexts of Human Development or	
HD 360 Advanced Studies in Diversity & Anti-Bias Issues	3
HD 400 Working with Children or	
HD 450 Ecology of Working with Children	3
Practicum in Pacific Oaks Children's School	3-4
Ed 236 Computers in the Classroom	2
SpEd 239 The Child with Special Needs	3
HD 288 Developmental Assessment & Program Planning	3
Health Education	(2-3 units)
Alcohol/Substance Abuse	
Nutrition or	
Module in Elementary Curriculum Workshop: Science or	
course taken elsewhere	
TOTAL UNITS MUST EQUAL	24

Degrees, Programs & Specializations

SPECIAL EDUCATION CREDENTIAL PROGRAM

This program offers students three options: Learning Handicapped, Severely Handicapped or both. These credentials can be earned simultaneously with the fifth year of study.

Director of Special Education Credential Programs:
Virginia Kennedy, Ph.D.

Required courses (if not previously completed at Pacific Oaks):

HD 200	Early Childhood Themes & Life Cycle Issues <i>or</i>	
HD 201	Advanced Studies in Human Development	3
HD 231	Communicating for Empowerment <i>or</i> Waiver	0 or 3
<i>If HD 231 is waived, take either</i>		
HD 232	Communication Skills & Individual Dynamics <i>or</i>	
HD 310	Conflict Resolution/Mediation	3
HD 282	Social & Political Contexts of Human Development <i>or</i>	
HD 360	Advanced Studies in Diversity & Anti-Bias Issues	3
HD 400	Working with Children <i>or</i>	
HD 450	Ecology of Working with Children	3
Practicum in Pacific Oaks Children's School		3-4
SpEd 239	The Child with Special Needs	3
HD 240	Models and Methods of Parent Involvement	3
HD 288*	Developmental Assessment & Program Planning	3-4
SpEd 243	Instructing Children with Special Needs: Learning Handicapped	2
SpEd 244	Instructing Children with Special Needs: Severely Handicapped	2
HD 218*	Cognitive Development: Piaget	3
HD 246*	Play in Childhood	3-4
SpEd 231	Seminar: Programs for Young Children with Special Needs	3-4
SpEd 257	Directed Teaching: Learning Handicapped	4-8
SpEd 258	Directed Teaching: Severely Handicapped	4-8

*Students earning both specialist credentials register for four units.

POST GRADUATE CERTIFICATE

Pacific Oaks offers a Post-Graduate Certificate 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 five areas required by Pacific Oaks (Development, 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 competency and to meet the student's own individual interests. The certificate is awarded based upon the assessment and completion of 15 units of course work. 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.

Student Services Information

REGISTRATION

Refer to the course schedule for registration instructions. 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 Director of Admissions.

Pacific Oaks students are responsible for being familiar with this catalog and the requirements for their degrees and programs. However, the Pacific Oaks faculty assists students in making course choices and in meeting their needs through Pacific Oaks' offerings.

OFFICE HOURS

All College offices are open:

8:30 a.m. - 4:30 p.m., Monday-Thursday

Many are closed Fridays. All are closed weekends and holidays except as posted. It is best to call before driving to campus to visit an office.

ADVISING

Pacific Oaks students are responsible for being familiar with this catalog and the requirements for their degrees and programs. However, the Pacific Oaks faculty assists students in making course choices and in meeting their needs through Pacific Oak's offerings. The advisor has these objectives in working with students:

1. To support the student in finding the appropriate program to meet her/his needs.
2. To help register students for course work 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. Please contact your advisor to set up an advising appointment each semester. Students who are doing multiple programs at the Master's level are to see both advisors to ensure that all requirements are being met.
3. To check the student's class evaluations to see if an instructor has suggested that additional classwork be done in order to meet competencies.

4. To complete a preliminary graduation check before the student's final semester to be sure that all requirements are being met.
5. To assist the Master's student in focusing in on the thesis process. The advisor may or may not agree to be on the student's thesis committee. 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 suggesting possible thesis committee members. When an M.A. student is advanced to candidacy, the chair of her/his Master's Project Committee usually becomes the student's advisor.

Not all faculty are available during the summer; plan advising appointments accordingly.

Change of Advisor: If a student or an advisor finds that they do not work well together, they should request a reassignment from the Director of Admissions. Students changing programs will be notified by the Admissions Office of their new advisor at the time of admission to the new program.

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, as well as books required in Pacific Oaks courses.

Books are not returnable or exchangeable.

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 (parents' 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.

Student Services Information

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:

All financial aid forms must have been received by the Financial Aid Office by the following priority deadline dates in order to ensure timely processing of financial aid requests.

March 1	Summer Session
March 1	Fall & Spring Semester
October 1	Spring Semester only

(These are also the admission deadlines for Financial 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 Loans:** 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. **Stafford Student Bank Loan:** (8%/10% long-term repayment loan program). Repayment begins 6 months after graduating 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 Education Grant Program (SEOG):** Grant program for undergraduate students with exceptionally high financial need.
5. **Pacific Oaks Interest-Free Loan:** Privately donated fund offering long-term loans without interest. Repayment begins 12 months after graduation or termination of at least half-time status, with a minimum repayment of 2% of loan amount per month.
6. **Pacific Oaks 6% Loan:** Privately donated fund for long-term loan with 6 percent interest. Repayment begins 12 months from termination of full-time status, with a minimum repayment of \$30 per month.
7. **Pacific Oaks Scholarships:** A limited number of privately donated scholarships are available to students demonstrating financial need. There are two merit scholarships available to continuing students.
8. **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 Stafford 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 6366
Princeton, N.J. 08541
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 two 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 the 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 or Lynn Reed
 Director of Financial Aid Financial Aid Counselor
 5 Westmoreland Place
 Pasadena, California 91103
 (818) 397-1346

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:** Payments of tuition monthly during the semester. Payment in full by end of semester.

Teaching Fellowships

1. **Children's School Fellowships**
 Earn three 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). Teaching Fellows receive college credit for their work in the Children's Programs if this work is combined with practicum.

Applicants should have at least 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.

Student Services Information

Student Services Information

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.

There are many special collections housed in the Andrew Norman Library. The Friends' Collection, dating back to the mid-1800s, 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 1800s 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 an introduction to 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 provides 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.

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 1990. 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.

PACIFIC OAKS PUBLICATIONS

The following publications by Pacific Oaks faculty and alumnae are available from Pacific Oaks Bookstore:

Sydney Gurewitz Clemens, *Naming the Pictures in Our Hearts: Sylvia Ashton-Warner and the Key Vocabulary* Presented a Claremont Reading Conference, 1990. 16 pages, \$1.75

An exploration of Ashton-Warner's contribution to whole-language teaching and of contemporary applications of her Key Words approach. Suggestions for making key vocabulary one's own as a teacher.

Renatta M. Cooper, *Attachment and Rhythmicity of Care: Effects on Exploratory Behavior of Infants and Toddlers* Presented at NAEYC conference, Chicago, 1987. 11 pages, \$1.00

Exploration is important play for the very young. Congruence of care and environment form the basis for toddler curriculum. Parents and caregivers need to be appropriately (1) available, (2) respectful of the child, especially in the separation process, and (3) encouraging of children to play independently and at their own pace.

Barbara Creaser, *The Place of Play for Preschool Children with Handicapping Conditions in Mainstream Education* Presented at WAEYC conference, Yakima, 1987. 26 pages, \$2.10

Detailed observations of two special-needs children in preschool, and a challenge to adults who work in mainstreamed settings to view all children as competent and provide them with opportunities to choose, play, and make connections.

Student Services Information

Barbara Creaser, *Open, Shut Them — Programming Dilemmas* Presented at Early Childhood Seminar, Northern Territory University, Darwin, Australia, 1989. 10 pages, \$1.00 Reprinted by permission

“Openness” and “shuttness” as a continuum for looking at philosophy, environment, teacher interactions with children and parents, and program in early childhood education.

Louise Derman-Sparks, *A Developmental Approach: Implications for Teaching* Keynote speech at OAEYC conference, Salem, 1980. 26 pages, \$2.10.

Principles of a developmental approach are listed and discussed. The translation of theory into practice is examined with a look at play, academics, culture, and the politics of change.

Jerry Ferguson, *Creating Growth - Producing Environments for Infants and Toddlers* Reprinted from E. Jones, ed., *Supporting the Growth of Infants, Toddlers and Parents*, Pacific Oaks, 1979 (currently out of print) 11 pages, drawings, \$1.00

A teacher/architect offers a lively description of her process of designing an environment for infants, toddlers, and caregiving adults. Natural barriers and environmental cues enable children to make appropriate choices. Imaginative design encourages adults to behave in appropriate ways, too.

Magda Gerber and Janet Gonzales-Mena, *Respecting Infants* Reprinted from E. Jones, ed., *Supporting the Growth of Infants, Toddlers and Parents*, Pacific Oaks, 1979 (currently out of print). Includes Gerber, *Respecting Infants: The Loczy Model of Infant Care*, and Gonzales-Mena, *Quality Adult-Child Relationships: A Child's Eye View*. 19 pages, \$1.75

Magda Gerber presents her influential philosophy of respect for young children as competent learners. Janet Gonzales-Mena describes the philosophy in action as experienced by the very young.

Nancy Jambor, *Observing the Social Behavior of Toddlers* Reprinted from E. Jones, ed., *Supporting the Growth of Infants, Toddlers and Parents*, Pacific Oaks, 1979 (currently out of print). 14 pages, \$1.75

An observational study of under-tuos in day care. Analysis of interactions showed toddlers comforting each other, forming friendships, and engaging in social play. “Com-

monly held views of the social incompetence of toddlers may not accurately describe young children in day care.”

Elizabeth Jones, *Issues in Curriculum: What Resources Do Preschool Teachers Need?* Presented at Early Childhood Seminar, Northern Territory University, Darwin, Australia, 1989. 12 pages, \$1.00 Reprinted by permission.

Reflections on emergent curriculum — planning and letting go — and on the option of a thematic approach in preschool curriculum. Criteria for selecting themes, webbing from a theme, and implementing a theme with children.

Elizabeth Jones and Gretchen Reynolds, *Observation Notes: Play and Language Development* The newsletter of the Partnership Project: Pacific Oaks College/Pasadena Unified School District, vol. 1, 1980-89. 56 pages, \$4.95.

Twenty-eight newsletters written for preschool staff based on anecdotal observations of children in their programs. Topics include *Why Dramatic Play?*, *Making Use of the Outdoors*, *Where Do Children's Play Themes Come From?*, and *How Do Teachers Talk with Children at Play?*

Mary Worthington, I. *What is Learning in a Museum? It's Adding a Bead to One's String of Life Experiences*, and *II. From One to One Hundred: Exhibits for All Ages* Presented at the annual meetings of the Japanese American National Museum, Los Angeles, 1990, and the American Association of Museums, New Orleans, 1989. 15 pages, \$1.75

Thoughts on museums as stimulating environments where children and adults learn through play. How do divergent learning styles and developmental stages affect museum design, especially of ethnic exhibits in which children and adults of the culture being represented will feel acknowledged and celebrated and those not of that culture will learn something about it?

Elizabeth Reeves-Fortney, *Guidelines for Working with Children* Handbook for participating parents, Cottage Nursery School, Pasadena. 20 pages, \$1.75

Suggestions for participating parents and new staff on interacting with children, establishing and maintaining consistent limits, and extending children's play experiences — with many concrete examples.

A list of other Pacific Oaks publications is available from the bookstore.

Student Services Information

RESEARCH CENTER

Pacific Oaks' Research Center has been created to meet the needs of both the Children's School and the College. Its goals are to coordinate and facilitate faculty research projects.

The Research Center is located on the California campus on the second floor of La Loma House. It is open from 8:30 a.m. to 4:30 p.m. Monday to Friday and by arrangement.

For further information, please contact:

Director of Research Center
714 W. California Blvd.
Pasadena, CA 91105
(818) 397-1389

RETENTION SERVICES

The Director of Enrollment Services, available in the Admissions Office, can be of assistance to students involved in an appeal process or those facing problems which may hinder their Pacific Oaks education.

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.

An alcohol and chemical dependency treatment referral list is available from the Dean's Assistant, the MFCC Director, and on bulletin boards throughout the college.

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

Pacific Oaks College offers, as part of its MFCC 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 recognizes that substances such as alcohol and drugs are used by individuals, sometimes to the extent that their abilities and senses are impaired. "Impairment" or "being impaired" means that an individual's normal physical or mental abilities or faculties have been detrimentally affected by the use of substances.

Pacific Oaks College, therefore, prohibits the unlawful possession, use or distribution of drugs and alcohol by students or employees on college property, or as any part of institution activities.

A student or employee who is determined to be impaired or who becomes impaired while on College property is guilty of a major violation of institution policy and is subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal or other penalty deemed to be appropriate under the circumstances. Use, possession, transfer or sale of any substance on College or Children's School premises, or in any Pacific Oaks parking lot, storage area or work site is prohibited, and violation is subject to severe disciplinary action.

When a student is identified as having been involved in the use, possession, transfer or sale of a substance in violation of policy, Pacific Oaks College may notify appropriate authorities. This action may be taken only after the incident has been thoroughly investigated.

This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act Amendment of 1989).

Pacific Oaks College will review the terms of this policy biennially to:

- A. Determine its effectiveness, and implement changes as needed, and
- B. Ensure that sanctions named above are consistently reinforced.

APPEAL PROCEDURE

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

1. The student asks the advisor to be an advocate for the student. If the appeal is regarding a decision made by the advisor, the student should find a substitute advocate.
2. If the appeal to the advisor/substitute does not lead to a satisfactory solution, the written appeal should be passed on to the Faculty Appeals Committee (the Dean's Office will have a list of Committee Members). The Faculty Appeals Committee will primarily look at the *process* by which the decision was made.
 - a. The student submits the written appeal, with any evidence, to the chair of the committee.
 - b. An 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. 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 a decision in writing to the student. The Appeal Review Board's decision is final.

COURSE NUMBERING SYSTEM

All courses are open to all students, except as noted in this catalog. With the exception of Ed (Education), CD (Child Development) and SpEd (Special Education) all courses have the HD (Human Development) prefix. Course numbering does not indicate class level. All courses are considered graduate level, except DC 192 and HD 099.

Courses may not be repeated for additional credit except as noted in individual course descriptions.

COURSE WAIVER PROCESS

Certain required courses in the Pacific Oaks curriculum may be waived by students who met specific criteria.

Processes currently exist for waiver of the following requirements:

1. Thesis Development (HD 277, Part A and/or B and/or C)
2. Child Abuse Assessment & Reporting (HD 253)

Requirements met by waiver do not appear on the transcript. Waiver forms and instructions can be obtained from College Records or academic advisors. The approval process begins with the academic advisors. Please consult with your advisor to determine eligibility to attempt a course waiver.

COURSE PETITION PROCESS

Certain requirements in the Pacific Oaks curriculum may be met by petition by students who meet specific criteria. Petition processes currently exist for the following requirements:

1. Communication for Empowerment (HD 231)
2. The second Children's School Practicum
3. The first Children's School Practicum
4. The second Public School Directed Teaching

Requirements met by approved petition are posted to the transcript with zero (0) units and a grade of "PT" (credit by petition). Petition forms and detailed instructions can be obtained from College Records or academic advisors. The petition approval process begins with the academic advisors. Please consult with your advisor to determine eligibility to attempt a petition.

College Policies

Pacific Oaks Children's School Practicum Petition Process

Successful completion of two practica at Pacific Oaks has always been required of B.A. students in order to gain enough hands-on experience with the Pacific Oaks philosophy. Waiving a second practicum is only allowed if a student has shown exceptional competence in completing the first practicum at Pacific Oaks *and* has demonstrated competence through a petition portfolio. *Waiver of a second practicum is never automatic!* The petition process takes time. It is critical that students thoroughly understand the process and ask for clarification at the beginning of their studies at Pacific Oaks. The advisor will assist the student in determining the age group appropriate to the petition and in identifying the faculty who will need to review the petition.

Waiver of both required practica at Pacific Oaks will be considered only for individuals with experience in working with children in bicultural or multi-cultural settings and in supervising the work of other adults in children's programs. Students attempting to waive both practica are required to register for HD 399, Practicum Assessment, as part of the waiver petition process. Approved waiver of the second Children's School Practicum does not guarantee approval of the waiver of the first Practicum.

Public School Directed Teaching Petition Process

Successful completion of two Public School Directed Teaching experiences is required by the California State Commission on Teacher Credentialing for a Multiple Subject Teaching Credential. Waiving a second Directed Teaching is allowed only if a student has shown exceptional competence in completing the First Directed Teaching in a Public School setting *and* has demonstrated competence through a petition portfolio. *Waiver of a second Directed Teaching is never automatic!* The petition process takes time. It is critical that students thoroughly understand the process and ask for clarification at the beginning of their studies at Pacific Oaks. The advisor will assist the student in determining the age group appropriate to the petition and in identifying the faculty who will need to review the petition.

EVALUATIONS

Pacific Oaks views goal-setting and evaluation as part of a shared learning process in which instructors and students are both actively involved. For this reason, 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. These written narrative evaluations become part of the student's transcript. Evaluations often include information in response to the following questions:

- 1) Did the student engage intellectually with the course material?
- 2) Did the student engage affectively with the course material?
- 3) Was the student skilled in written communication?
- 4) How did the student participate in the dialogue process and in class discussions?
- 5) What is the student's ability to implement the course material in her/his own classroom or job?

The satisfactorily completed course work of an admitted student in good standing represents the equivalent of an overall "B" average or better. 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.

Petition (PT)

Credit given by petition. Student has demonstrated satisfactory knowledge of course content through petition process.

May Complete (MC)

A student may negotiate a timeline and content for outstanding work and must file a "may complete" contract form. Students have up to one year (at the discretion of the instructor) to finish the work contracted. At the end of that time a May Complete becomes a Permanent Incomplete.

Permanent Incomplete (I)

Students will receive a Permanent Incomplete when: they have received a May Complete and a year has elapsed without successfully completing the contracted work; the instructor and student agree to take a Permanent Incomplete rather than a May Complete; or a student registers for class, does not attend the class and fails to drop the class. In all above instances full payment for the course is required. To receive credit for the course, it will be necessary to register and pay for the course again.

Evaluation Delayed (ED)

A student will receive an Evaluation Delayed when the instructor has not submitted an evaluation. The College will take necessary steps to insure that evaluations are received in a timely manner; however, students should also take responsibility to follow up with the instructors.

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.

Audit (AU)

Audit is given when the student registers for a course and does not want/need the course for college credit. Audits can not be converted to full credit at any time after the add/drop period, and are not applicable to any Pacific Oaks degree program.

GRADUATION PROCESS

The Pacific Oaks Graduation ceremony is a celebration honoring students who have completed their degrees and/or programs. The ceremony is planned by graduating students starting the first week of the spring semester. Students are encouraged to bring their ideas to the planning meetings. Look for information about meetings posted on the College Records bulletin board at the top of the stairs in building #6. Students planning to participate in the May ceremony should apply for Graduation no later than March 1st in order to receive Graduation information in a timely manner.

M.A. students must have their project in the Library by May 1st 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, and have completed their course work, may participate in the Graduation as "Thesis Pending" students.

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

All students completing a degree or program must apply for graduation whether or not they wish to participate in the graduation ceremony. Students should apply for graduation by March 1st. Students who apply after March 1st and wish to participate in the graduation ceremony will be charged a late filing fee. The student's advisor will check over classes taken to see if all degree requirements have been met and sign the graduation application. The advisor's signature is necessary, as indication that, in the advisor's opinion, the student has completed all required work. The Registrar will do a final check after all evaluations have been submitted for the semester. The student's diploma will be ordered at that time. The College will attempt to honor late graduation applications for the ceremony until 14 days before Graduation; however, the names of students who apply within 14 days of graduation will not appear in the program.

The following categories appear in the Graduation program: B.A., Human Development; M.A., Human Development; M.A. in Marriage, Family & Child Counseling; M.A. Candidate, Thesis Pending; Credentials; and Post Graduate Certificate Program.

College Policies

LEAVE OF ABSENCE

Request for Leave of Absence forms are to be filled out by students and are available in this catalog and in College Records. Students are expected to maintain continuous registration. 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 application fee. The completed Leave of Absence form is returned to College Records.

NAME/ADDRESS CHANGE

When students have moved and/or legally changed their name, they must fill out a form for Notification of Name/Address changes. Forms are available in College Records. Completed forms are to be returned to College Records.

PRIVACY RIGHTS OF STUDENTS

Pacific Oaks College recognizes and conforms to the regulations set in accordance with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment). Students may have access to all records about them maintained by the institution except those considered confidential under the Act. Students may view their records in College Records during regular business hours. Files may not be taken from that office. Students may have copies of their records with the exceptions of those covered under the Act (e.g.: a copy of the academic record for which a financial "hold" exists; a transcript of an original or source document which exists elsewhere; confidential letters and recommendations associated with admissions). A small charge may be assessed to cover the time and expense of duplicating records.

Within the Pacific Oaks community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student educational records except when information is required by: judicial order; state or federal agents in connection with audit or evaluation of federal legal requirements; for financial aid requirements; an accrediting organization; and/or organizations conducting educational studies provided the studies will not permit personal identification. Information released from Pacific Oaks shall state that no other party shall have access without the written consent of the student. Any information about students which is not personally identifiable can be released at the discretion of the Dean.

Students may challenge the contents of their educational records on the grounds that they are inaccurate, misleading, or otherwise inappropriate by discussing their problems informally with College Records. If the decisions are in agreement with the student's request, the appropriate records will be amended. If agreement cannot be reached, a statement of challenge should be submitted to the Dean of the College who will review the complaint and take necessary action which may include calling a meeting of those involved.

At its discretion, the Institution may provide Directory Information in accordance with the provision of the Act unless a student makes a written request that such information not be released. Directory Information includes: student name, address, telephone number, date and place of birth, major field of study, units currently enrolled, dates of attendance, degrees and awards received, and previous educational agencies or institutions attended by the student. Requests for non-disclosure are valid until inactivated by the student. It is Pacific Oaks' policy that failure on the part of any student to request withholding of Directory Information indicates individual approval for disclosure.

For the complete text of the Family Educational Rights and Privacy Act contact:

The Family Educational Rights and Privacy Office
Department of Education, Switzer Building
Washington, D.C. 20202

STUDENT RESPONSIBILITIES

1. Read the catalog and schedule. This list of responsibilities is just a highlight of the most important points. The catalog and schedule have all the information you need to make your Pacific Oaks organizational journey smooth. It is your responsibility to ask questions if there is anything you don't understand.
2. It is advantageous to register for classes as soon as the schedule is published. This facilitates class size management for us and helps you avoid the disappointment of closed classes.
3. It is your responsibility to complete any drops, additions, or change of classes by the published deadlines. If you register for a class and for some reason do not ever attend, we still hold the space for you through the drop/add period. You must therefore formally drop the class or the tuition for the class remains your responsibility.
4. Students must meet with an advisor at least once each semester. Your advisor must sign your registration form. If in doubt about who your advisor is, call the Admissions Office. Outreach advising may be completed by mail.
5. Students on financial aid must apply for aid, finalize the number of units for the semester, and sign their financial aid check in the business office by the published deadlines in schedule, catalog, and other distributed announcements.
6. Payment for class is due prior to the first class or a payment contract must be arranged prior to the first class. If you do not make these proper financial arrangements, you may be removed from class(es).
7. Payment and payment contracts must be adhered to in a timely manner. If you do not pay on time, you may be removed from class(es), not be able to obtain a transcript, diploma, or certificate, not be able to make payment contracts in the future, and incur legal fees and substantial finance charges.
8. It is your responsibility to follow up on your understandings and agreements with the student services offices and faculty.
9. If you believe you have followed directions, have done the appropriate problem solving with the office in question, and still have problems with any of our student services offices, classes or instructors, the Admissions Office will act as a facilitator for you in resolving the problem.
10. Keep copies of all your transaction records and receipts, for verification, in the unlikely event a document is misplaced. You will need documentation if there is a disagreement about your records.
11. It is the student's responsibility to check his/her mailbox for important information. The mail boxes are located in the student lounge at 5 Westmoreland and are assigned each semester after the drop/add period.
12. Any change of address or name must be submitted in writing to College Records. College Records will then distribute this information to the other offices.
13. We ask that all Pacific Oaks members be willing to engage actively in thinking, discussion, and change as we all learn about the nature, dynamics and impact of bias and oppression, and the ways in which theories, practices and institutions are oppressive. It is important that we be willing to risk growing and changing together rather than cling to old theories and practices simply because they are familiar and comfortable.
14. Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including those based on race, ethnicity, class, sexual preference, gender, age, and disability. We expect respect to be shown toward persons in all categories, both generally and as individuals. It is your responsibility to approach interactions and diversity in a state of love rather than a state of fear, and to act from your centered, adult, compassionate self.

College Policies

TRANSCRIPT REQUESTS

A transcript of College work costs \$5.00 per copy. Please allow five (5) working days for processing a college transcript request. An emergency college transcript may be requested for a \$15.00 per copy fee. Please allow one (1) working day for processing. All requests for college transcripts should be addressed to:

College Records
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

All requests should include the following information: Name(s) while in attendance at Pacific Oaks; signature of student; social security number; date of birth; complete address where transcript should be sent; any prior transcript requests; and dates of attendance, if known.

All requests for Extension transcripts should be addressed to:

Extension Office
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

All requests should include the following information: Name(s) while in attendance at Pacific Oaks; signature of student; social security number; date of birth; complete address of where transcript should be sent; course completed; and dates of attendance, if known. An extension transcript costs \$5.00 per copy.

Tuition & Fees

Tuition for Fall 1990 is:

- | | |
|---------------------|----------------|
| • Credit | \$295 per unit |
| • Audit (1-3 units) | \$175 per unit |

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 class session, refund is | 25% |
| • after beginning of the 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 |

Intensives

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

- | | |
|---------------------------------------|------|
| • on first day of class, refund is | 100% |
| • on second day of class, refund is | 25% |
| • after third day of class, refund is | none |

Tuition & Fees

Tuition (per unit)	\$295
Audit (1-3 units) Audits cannot be converted to full credit after the add/drop period	\$175
Application fee for readmission if not registered for each semester or on leave of absence	\$50
Late transaction fee (per transaction)	\$25
Student activity fee (per semester)	\$25
Early Childhood Education units petition fee	\$20
Petition waiver fee	\$30
Prospective student's transcript evaluation (applicable to application fee)	\$25
Application fee for special students	\$10
Student teaching fee: per unit (for directed teaching)	\$30
Assessment of experience (ABLE student — 1 unit course fee)	\$295
per unit (upper division — M.A. and B.A. ABLE)	\$60
Note: M.A. ABLE students must assess 30 upper division units	\$1800
Xerox fees	Varies per class

Graduation Fees

BA	\$35
MA	\$65
Multiple Subject Credential	\$35
5th Year Program	\$35
Late application for Graduation	\$35
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)	\$30
Fingerprint processing through: California Department of Justice	\$37.50
Fingerprint processing through: FBI	\$20
NTE or CLEP exam score processing	\$30
Duplicate of lost document	\$30

Business Office Fees

Charge for returned checks	\$10
Finance charge (per month on unpaid balances and on payment plans)	1 1/2%

Placement Center: setting up placement file \$25

Fees subject to change without notice. Fees are non-refundable. All Funds owed the College must be paid when due. Any student whose account is past due may be refused registration privileges until the account is settled. Transcripts and diplomas will not be released until all bills have been paid or satisfactory arrangements for payment have been made with the Business Office.

Course Descriptions

Note: Courses marked with an asterisk (*) are eligible for CEU for nurses. One academic semester unit is equal to 15 CEU. Pacific Oaks' provider number for nursing CEUs is #04963.

EDUCATION

**Ed 220 Elementary Curriculum Workshop:
Introduction to Developmental
Curriculum & Science** 3 units

(Offered during Fall semesters)

Students participate as hands-on learners in an exploration of curriculum theory and practice. Basic principles of science and discovery-learning are presented as a vehicle for understanding and implementing an interactive curriculum. Students build a framework for curriculum development through experimentation with materials, classroom organization and management, and educational and social issues. Concepts of the open classroom, individualized curriculum, the teacher-as-learner, and critical thinking will be discussed and modeled.

Prerequisite: HD 218 Cognitive Development: Piaget, or equivalent course work in theories of cognitive development.

**Ed 221 Curriculum Development:
Mathematics** 3 units

(Offered during Fall semesters)

An integrative approach to elementary mathematics curriculum, from experiential concrete manipulation to abstract symbolization and concept development. The purpose is to connect theory and practice within a climate of excitement, freedom, openness and ease. Participants will explore the elements of physical and psychosocial environments, classroom management, curriculum materials, and learning activities as they create their own frameworks for developmentally appropriate, child-centered curricula. Participants will experience the joy of discovery, the satisfaction of learning new skills, and the challenge of committing to the processes of imagination and inner growth.

Prerequisites: HD 218 Cognitive Development: Piaget, or equivalent course work in theories of cognitive development and Ed 220 Elementary Curriculum Workshop: Introduction to Developmental Curriculum and Science (may be taken concurrently).

**Ed 222 Curriculum Development:
Reading & Language Arts** 3 units

(Offered during Spring semesters)

An introduction to the essential aspects of an integrative, developmental reading and language arts program for the elementary (K-6) classroom. Emphasis is on developing a framework for learning that incorporates real life experience as a source of oral and written language. In a creative, exciting environment, students will learn to plan and implement a transitional reading/language arts program using both traditional and innovative approaches. Drawing on the works of Ashton-Warner, Paulo Freire, Frank Smith, Donald Graves, and others, the Workshop will explore theories and practices in the teaching of reading and writing; literacy issues, and socio-cultural contexts and biases; whole language, language experience, and integrated phonics; journal writing; reading for meaning and critical thinking; individual assessment of language skills; the role of dramatics and music in language development; and how to implement literature-based curriculum. Guest speakers and films will complement workshop activities and discussion.

Prerequisites: HD 218, Cognitive Development: Piaget or equivalent course work in theories of cognitive development and Ed 220, Elementary Curriculum Workshop: Introduction to Developmental Curriculum and Science (may be taken concurrently). *Current work with children in elementary school settings is strongly recommended.*

Course Descriptions

Ed 223 Curriculum Development: Social Studies & Integrated Arts 3 units

(Offered during Spring semesters)

Students, as teachers/learners, will create a conceptual framework for elementary social studies that weaves together language arts, drama, literature, music, dance, and visual arts as integral parts of an exploration of the historical and socio-cultural forces that shape our lives. Focuses on critical inquiry and cooperative learning, using oral history, journal writing, and the community as ways to approach social studies content. Examines standard and "multi-cultural" texts, materials, and curricula used in public schools, as well as alternative materials, which will be used to analyze the impact of racism, sexism, and sexual stereotyping, classism, and physical disabilities on children's learning. The relationship between social studies curriculum and education for critical thinking will be actively explored through hands-on activities, dialogue and debate, group and individual projects, discussion of current issues in education, and the use of film and video. This course will also count for credit in Humanities, Psychomotor Activities, and Audio-Visual Methods and Materials.

Prerequisites: HD 218, Cognitive Development: Piaget, or equivalent course work in theories of cognitive development, and HD 282, Social & Political Contexts of Human Development, or HD 360, Advanced Studies in Diversity (or equivalent course work in anti-bias and bicultural issues), and Ed 220, Elementary Curriculum Workshop: Introduction to Developmental Curriculum & Science (may be taken concurrently). *Current work with children in elementary school settings is strongly recommended.*

Ed 236 Computers in the Classroom 2 units

This course examines questions raised by the presence of computer-based technology in modern society, focusing on those which confront elementary school teachers. Students will learn how to use appropriate hardware and software to enhance classroom instruction and management, becoming thoroughly familiar with LogoWriter word processing and graphics, and reviewing a variety of instructional programs in mathematics, language arts, and social studies. Each student will investigate and report on an issue of personal interest and will undertake an individual project which illustrates a classroom application of computer-based technology.

Ed 242 Teaching as Performing Art 3 units

(Offered during Summer sessions)

Participants explore creative drama as an improvisational, nonexhibitional, process-centered form of expression in which students are guided by a leader to imagine, enact, and reflect upon human experiences. The purpose is to inspire and prepare teachers and other interested persons to create learning environments which open children's minds, stimulate their imaginations and language abilities, and spark their enthusiasm for continued personal development and discovery. A practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities and need help in getting started.

Ed 252 Directed Teaching: Kindergarten 4 units

Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential programs. Weekly school site seminar with supervisor by arrangement. All students doing Directed Teaching must attend the Directed Teaching Seminar.

Prerequisite: Admission to a credential program.

Ed 253 Directed Teaching: Primary 4 units

Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential programs. Weekly school site seminar with supervisor by arrangement. All students doing Directed Teaching must attend the Directed Teaching Seminar.

Prerequisite: Admission to a credential program.

Course Descriptions

Ed 254 **Directed Teaching: Upper Elementary**

4 units

Supervised participation in public elementary school by arrangement with the Coordinator of the Elementary Credential programs. Weekly school site seminar with supervisor by arrangement. All students doing Directed Teaching must attend the Directed Teaching Seminar.

Prerequisite: Admission to a credential program.

Ed 292 **Independent Study**

1-3 units

Available for students in the Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Courses offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

HUMAN DEVELOPMENT

HD 099 Writing for the Information Age 0 units

Acquire writing skills which will empower you to think clearly and share your thoughts with others. This course will guide students in replacing old, negative fears and attitudes about writing with vital, positive behavior which will lead to personal, educational and professional success. Students learn to view mistakes as learning experiences and "failures" as stepping stones to dynamic goal achievement. Open to all registered students who need assistance with writing skills development.

Not available for degree credit.

HD 200 Early Childhood Themes & Life Cycle Issues* 3 units

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. Themes which begin in early childhood — attachment, separation, autonomy, accomplishment and failure — recur later in the life cycle. Awareness of their beginnings and knowledge of psychosocial developmental theories enables adults to be aware of the resolution of these themes in their own lives, as well as in children's lives. This course requires extensive reading and a research project which meets the research competency.

Formerly offered as HD 200, The Life Cycle.

HD 201 Advanced Studies in Human Development* 3 units

This class explores in depth how themes which begin in early childhood recur later in the life cycle. Building on knowledge of Erik Erikson's theory and other psychosocial and cognitive theories, the participants will add and integrate theoretical and personal knowledge of growth during the life cycle and the interaction between the contexts of development and psychological development. We will examine our own developmental paths and look at choices made and options taken or rejected. A research project focusing on a developmental issue is required. The course will emphasize development in adulthood.

Prerequisite: HD 200, or graduate standing and advisor's permission. NOT OPEN TO B.A. STUDENTS.

HD 204 Political Issues in Early Childhood Education/Day Care 3 units

Addresses the history of Early Childhood Education and Day Care, demographic trends, and the reasons for Early Childhood Education and Day Care becoming a mainstream political issue, including the roots of child welfare and its relationship to present conflicts in the field. Employer support, government involvement, funding regulations, and eligibility will be explored. The major issues and "players" on the local, state, and federal levels will be identified and discussed. Activists in the politics of ECE and Day Care will make guest appearances in the class.

HD 213 Evaluating Environments & Planning for Change 3 units

(Offered during January Intensives)

The goal of this class is to teach people who are responsible for children and children's programs to analyze environmental dimensions and to examine the range of environmental variables that govern the behavior of children and staff.

There will be opportunities to observe at Pacific Oaks and in other settings and to problem solve by altering the environment. This class is recommended for those anticipating doing a practicum in the Spring semester. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

HD 217 The Language of Gestures in Young Children* 2 units

(Offered on weekends)

An exploration of the importance of gestures in the young child's development of language. A brief overview of language development and visual symbolic systems (sign language and Chinese characters) will provide a foundation as we focus on the gestures of children. Direct and videotaped observations of children's gestures will be analyzed, and the functions of gestures will be discussed. The use of gestures to further children's understanding of concepts will be examined via children's songs, finger plays, mime, and sign language.

Course Descriptions

Course Descriptions

HD 218 **Cognitive Development: Piaget** 3 units

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

HD 220 **Sociolinguistics: Issues of Language & Culture*** 3 units

(Offered in Spring semesters)

Focuses on the development of language within its social context and its implications as one of the most powerful transmitters of culture. The role of language as a tool of social domination or liberation will be explored. Particular emphasis will be placed upon issues of bilingualism and literacy as they relate to the process of bicultural development in American society.

HD 221 **Theories of Marriage, Family & Child Counseling*** 3 units

This course will focus on theories and applications of marriage, family and child counseling covering the salient theories of all major psychotherapeutic orientations relating to relationships, family systems and communication theories as applied to the familial unit. A review of law and professional ethics and traditional approaches to psychotherapy will be included. This course is designed to meet partial requirements for the California State MFCC License.

HD 224 **Marriage, Family & Child Counseling Practicum I*** 3 units

Supervision of clinical placement including discussion of psychotherapeutic techniques, intake evaluation, assessment, diagnosis, prognosis, treatment planning and treatment of individuals, couples and families. Also includes ongoing discussion of transference and countertransference issues, crises, brief and long term family

therapy models of treatment, understanding the impact of social, racial, cultural and gender issues in therapy and current issues and trends in the field. The policies and programs of public and private sectors will also be examined. Trainees will be involved in preparing and presenting two cases, role playing, and developing clinical skills. This course is designed to meet partial requirements for the California State MFCC License.

HD 225 **MFCC: Professional Ethics & the Law*** 2 units

1. Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice.
2. The therapeutic, clinical and practical considerations involved in the legal and ethical practice of marriage, family and child counseling, including family law.
3. The current legal patterns and trends in the mental health profession.
4. The psychotherapist/patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent.
5. A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.

HD 226 **Marriage, Family & Child Counseling Practicum II*** 3 units

Supervision of clinical placement including discussion of psychotherapeutic techniques, intake evaluation, assessment, diagnosis, prognosis, treatment planning and treatment of individuals, couples and families. Also includes ongoing discussion of transference and countertransference issues, crises, brief and long term family therapy models of treatment, understanding the impact of social, racial, cultural and gender issues in therapy and current issues and trends in the field. The policies and programs of public and private sectors will also be examined. Trainees will be involved in preparing and presenting two cases, role playing, and developing clinical skills. This course is designed to meet partial requirements for the California State MFCC License.

Course Descriptions

HD 228 **Children's Literature**

3 units

Required for this course is a willingness to be both adult and child as we explore the impact of books upon young minds, and the ways to create positive and memorable experiences for the children in our future. By group exposure to a wide variety of children's books, we will discover social attitudes reflected in the literature and build historical perspective. By individual reading and evaluation, we will formulate criteria for selecting books of literary and artistic quality as well as social awareness. We will explore when and how to use books to meet specific needs, and how to create a reading environment with a magic connection between child and book.

HD 229 **Infant & Family Life Cycle***

2 units

Professionals working with adults who have infants or toddlers and professionals working with babies might consider looking at this period of pregnancy through weaning as a developmental stage in the life cycle of the family. The psychological behaviors of a mother go through distinct phases which correlate with her hormonal development. The following topics and their impact on the psycho-emotional behavior of mothers and fathers will be discussed: the decision to have or not have children, pregnancy, childbirth, infant care, breast-feeding, sleep behavior, sibling relationships, and feelings of parents toward their other children. Grief and perinatal loss including infant death, miscarriage, prematurity, birth defects, abnormal childbirth, breast-feeding problems, and infant development problems are studied. Infant development as it relates to breast-feeding will be examined.

HD 231 **Communicating for Empowerment***

3 units

This course will empower students to make connections with other people. Four areas of communication will be addressed: active listening for meaning; fluent, concise and organized writing; active, appropriate, and engaging group facilitation and leadership; and articulate, organized verbal communication and presentation of self. In addition, students will develop and strengthen their ability to think critically, integrating the subjective and objective, in all the areas of communication.

HD 232 **Communication Skills & Individual Dynamics***

3 units

In spite of the fact that we spend a great deal of our time with others, rarely do we have an opportunity to see ourselves clearly as we transact with others. The capacity to see ourselves clearly in social transactions is the nucleus of our empathy and the basis of the helping process. Hence, knowledge of ourselves is, indeed, very valuable, in that it leads into the worlds of other people. The focus of the present class is largely experiential, with a central objective being the improvement of our communication skills and the use of ourselves in positive ways in transactions. Students will have the opportunity to learn about themselves by sharing their thoughts, ideas, and feelings with other group members. A variety of techniques will be used to assist us in our learning and growing. Among these will be active listening, re-framing, role-playing, and socio-drama. Context building for mutual understanding will be an ongoing component of the course.

HD 233 **Basic Lactation 1B: Techniques***

1 unit

(Offered during January Intensives)

For persons interested in specific information to assist women with breast-feeding. Proper latch-on and positioning are demonstrated and discussed as well as the importance of proper sucking. The basic types of equipment that are used during breast-feeding, such as pumps and supplementation devices, in addition to manual expression of breastmilk, are demonstrated. How to deal with unusual and problem issues such as: maternal illness, hospitalization, jaundice, failure to thrive, multiples, induced relactation, and toxicology will also be discussed. The topics covered serve as an introduction to the more extensive study provided in the Lactation Specialist Training Seminars.

Course Descriptions

HD 234 **Basic Lactation 1A: Public Health, Social & Nutritional Issues*** 1 unit

(Offered during January Intensives)

This course is designed for marriage and family counselors, child care workers, and health care professionals as well as those interested in a career in lactation. The advantages of breast-feeding and the public health implications of formula promotion are examined. Fussy babies, colic, hyperactive children, short attention spans, aggressiveness, and children out of control are problems that are often related to food intolerance. This course looks at how and what infants and small children are fed, but much of the information on how nutrition affects behavior is applicable to older children and adults. Basic nutritional advice for mothers with normal babies as well as special nutritional advice for those with food intolerance problems will be covered. Also explored are: reasons why women choose not to breast-feed or fail when they try, how to help bottle feeding women give their babies as many advantages of breast-feeding as possible, and how to help employed women who are breast-feeding.

HD 235 **Cross-Cultural Mores & Values: Socio/Cultural Environments*** 3 units

(Offered during Spring semesters)

This course is designed to consider and present a conceptual framework for review and incorporation of socio-cultural factors into clinical and communication theories and practices. Specific cultural content (with emphasis on family history, structures, dynamics, values, mores, adaptive strengths, and coping styles) and socio-political constraints on human development (with emphasis on racism and normative value psychology) will be examined. The importance of racial/ethnic identity is highlighted as the core of one's self-identity, the framework which has shaped personality, and the basis for understanding diagnostic assessment, treatment goals and the realizations of successful interrelations. The objective of the course is to develop knowledge of and an openness and sensitivity to the cultural differences.

Prerequisite: HD 282, Social & Political Contexts of Human Development and/or HD 360, Advanced Studies in Diversity.

HD 237 **Human Sexuality & Sexism*** 3 units

This class focuses on the professional and personal aspects of human sexuality. The class will explore various issues including the development of a working vocabulary of appropriate language and a knowledge of procedures that enable people to feel more at ease discussing sex. Because sexuality is an integral part of the whole person, the following topics are addressed: anatomy, physiology, communication, sex therapy, sexuality in childhood and other life cycle periods, and suggested books for clients and their children.

HD 240 **Models & Methods of Parent Involvement*** 3 units

Students study the many avenues for parent involvement within preschool and elementary programs, both direct classroom participation and program support activities. Cultural and socioeconomic factors, the realities of working and single-parent families, and variations among program types are considered. This class meets the three-unit Home, School and Community requirement for state licensing for Early Childhood Education/School Director.

HD 245 **Early Childhood Education Curriculum Development** 3 units

This course will be about developing preschool curriculum that provides for the physical, social, emotional, creative, and cognitive growth of each child. There will be opportunities for "hands-on" experimentation with materials and ideas. Attention will be given to the value of emergent curriculum planning in all areas of the program. Additional focus will be given to helping children identify and deal with prejudice, enabling children to do their own problem solving, and supporting and dealing with children under stress. An exploration of the relative merits of encouraging the child's individual autonomy vs. encouraging responsibility to the group.

HD 246 **Play in Childhood*** 3 units

An exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage

children in using the skills that are prerequisites for academic learning. Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be considered. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

HD 249 Preventive Intervention for Infants & the Very Young* 7 units

(Offered during Spring semesters)

For professionals who desire to deepen their understanding of the changes, emotional needs and vulnerabilities in infancy and early childhood. Discussions will focus on the crucial time when basic patterns of coping, living and learning are set; changing phases and cycles; normal and excessive anxieties and vulnerabilities; adaptive and maladaptive patterns; what can be corrected; when is an infant at psychological risk; therapeutic and untherapeutic environments; the vicious circle of the disturbed child and the perplexed parent; early signs of infantile autism; what elements of the known therapeutic approaches are applicable with infants; and the art and science of an infant/child counselor.

HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Children 3 units

Participants learn tools for implementing an anti-bias curriculum in early childhood education. The focus is on self-concept; attitudes toward others in areas of gender, race/ethnicity and disabilities, and acknowledging and valuing the differences among people. Developmental issues, emergent and pre-planned curriculum, selection of children's literature, and goals of education in a political/social context will be addressed.

HD 253 Child Abuse Assessment & Reporting* 1 unit

This workshop includes the study of the assessment and method of reporting sexual assault, general neglect, severe neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury and abuse in out-of-home care. Physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and

responsibilities of reporting, consequences of failure to report, caring for a child's needs after report is made, and implications and methods of treatment for children and adults are also included.

HD 254 Authentic Infant-Competent Child* 3 units

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

HD 262 Research Seminar 1 unit

This class concerns the logic of inquiry: defining terms, shaping a problem into the form of an answerable question, and the answering of the "so what?" when information is assembled. For B.A. students this class must be taken in conjunction with a class that requires a research project. This requirement is noted in class descriptions. The instructor of the class requiring the project will sign that the research requirement has been completed.

This course meets the MFCC research competence requirement in conjunction with HD 274, Theories and Applications of Psychological Testing.

Course Descriptions

Course Descriptions

HD 267 Psychopathology*

3 units

A general review of the various forms of psychopathology is presented. An examination of the psychopathology of infancy, childhood and adolescence, schizophrenia, affective disorders, personality disorders, anxiety disorders, and social deviance is included. The purpose and history of various diagnostic systems and DSM-III-R will be discussed. Conceptual models designed to explain psychopathology and etiology will be reviewed. Students are expected to participate actively based on the reading materials and to complete a class paper focusing on children or children and their families.

Pre- or co-requisite: HD 269 Personality Theories & Clinical Intervention.

HD 269 Personality Theories & Clinical Intervention*

3 units

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

HD 274 Theories & Applications of Psychological Testing

2 units

This class considers the strategies and procedures involved in making decisions about people in a multi-cultural society. Theories of measurements and assessments, standardized testing and psychological tests will be examined. Moral and ethical issues involved in decision-making will be an important focus of this class.

Meets MFCC requirements in conjunction with HD 262 Research Seminar.

HD 277A Thesis Development

1 unit

Students will learn to develop a "burning question," formulate a researchable question, and place these in the context of the parts of a formal research proposal.

This course may not be audited.

HD 277B Thesis Development

1 unit

Students will learn to select and develop a methodology appropriate to their research questions. Issues of data analysis will be introduced.

This course may not be audited.

Prerequisite: HD 277A or waiver.

HD 277C Thesis Development

1 unit

Students will learn to organize their writing, develop themes, critically evaluate information and edit thesis for final draft.

This course may not be audited.

Prerequisite: HD 277A and HD 277B or waiver.

HD 280 Clinical Child Development Seminar & Practicum I*

3 units

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

Practicum: CCD students are required to take three semesters of practicum; one semester in a therapeutic setting, one semester in a setting which is culturally different from the student's own cultural background, and one semester in a setting of the student's choice with advisor approval.

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

Course Descriptions

HD 281 **Children, Painting & Clay** 3 units

The class focuses on two levels of learning within a multi-cultural, art history framework: 1) students will work in a context which permits private exploration of their own creative process; and 2) students will apply this knowledge of the creative process to provide successful art experiences for children 2-12 years of age. Included will be theories of children's art development, studies of right/left brain functions, exercises in drawing, on-site painting in water-color and acrylic, silk screen printing, clay sculpture and ways to integrate these processes into the classroom.

HD 282 **Social & Political Contexts of Human Development*** 3 units

The diverse social and political contexts of our society affect the socialization of the individual and his/her understanding of human development. This class examines attitudes toward gender, class, race/ethnicity, disability and sexual preference, along with the historical contexts within which specific theories of human development were created. Students are challenged to examine these influences on their own growth and perceptions of human behavior, to define their personal ethics within the context of contemporary society, and to search for creative professional responses to inequality and bias. A variety of methods, including experiential activities, small group discussion, weekly writing, reading, and mini-lectures are utilized.

HD 285 **Development of Bicultural Children*** 3 units (Offered during Fall semesters)

This course will specifically focus on a framework of bicultural development as it compares with monocultural developmental theories. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children will be explored. Culture and cognition, bilingualism, the biculturation process, and cultural psychological dynamics as they relate to personality and development and identity formation will be examined. An overview of the current literature in the field will also be discussed.

HD 288 **Developmental Assessment & Program Planning*** 3 units

An examination of the uses of observation to enrich assessments and guide the planning of interventions for young children. Instruments used to assess children's development will be discussed in terms of their cultural biases, their value, their use. Students will be asked to observe one child on a weekly basis, in the school setting and at home. Students will be expected to write a complete developmental assessment of the child they have been observing and to plan programs to meet the child's individual needs. This class is required for all CCD and Special Education students.

HD 292 **Independent Study** 1-3 units

Independent study requires that a student design a project of one to six months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Courses offered at Pacific Oaks may not be taken for independent study. Please refer to the Schedule of Classes for registration deadlines.

HD 298 **Assessment of Experience** 1 unit

This class is designed for mature students with professional experience in a human development-related field who seek to waive some undergraduate requirements and apply for special admission to either the Pacific Oaks BA or MA program. This Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: Provisional admission to an ABLE program.

HD 299 **Thesis/Master's Project** 1-3 units

Required registration for all students completing a thesis or project in the semester the thesis is completed. Registration is also required for all students working on a thesis or project, who are NOT currently enrolled in a thesis facilitation course. Three units are required for the first registration in HD 299 and one unit per semester thereafter until the thesis/project is submitted.

Prerequisite: An Advancement to Candidacy form signed by the Thesis Chairperson on file in College Records.

Course Descriptions

HD 304 Teachers as Therapeutic Agents in Preschool Settings

3 units

This course will focus attention upon the development of a therapeutic teaching style. Issues to be discussed will include meeting your "child within," observing and talking with children, expressive art techniques, attachment and separation issues, as well as other major life cycle themes with particular emphasis on dealing with difficult children.

HD 305 Philosophy of Education: Finding Your Own Voice

3 units

This class will take the form of an interactive dialogue between students and College and Children's School faculty. Faculty will each present their philosophy of teaching, the theoretical basis of their work, and will lead the class in a dialogue which will enable students to explore and define their own basis for developing professional orientation and context. Students will be requested to keep a journal of reflections, inquiries and insights gained during the series in order to be able to develop a personal philosophy. It is our intent to make active learning visible through the process, and to operationally define the Pacific Oaks ways of teaching and learning.

HD 308 Women in Administration*

3 units

Designed to help women pursue a career in administration, and to explore the political and social forces that affect decision making, understand the importance of style and image, develop networking techniques, learn effective communication skills and examine sexual harassment. Students will develop class projects, conduct interviews, examine and compare research findings, and participate in mini-seminars, as well as evaluate various class guest speakers. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

HD 309 Conflict Resolution & Mediation in Marriage & Family Counseling*

3 units

This course is designed for Marriage, Family and Child Counselors and other mental health professionals who work with families or groups in conflict. Using a range of psychological models, participants will examine the nature of human conflict and effective therapeutic strategies for conflict resolution. Participants will also gain knowledge

and obtain skills in effective communication and cooperative problem solving.

The dynamics and impasses of marriage and divorce will be explored; mediation and strategic intervention techniques for family disputes, child custody and visitation will be addressed. Cross-cultural awareness, advocacy and empowerment issues will be explored within all content areas. The teaching methods will include theory presentation, demonstration, skill practice and critique.

HD 310 Conflict Resolution & Mediation*

3 units

This course is designed for teachers, educational administrators and other human services professionals who work with children, adolescents and families. Participants will examine the nature of conflict and effective strategies for conflict resolution, and will explore methods for developing a school-based program which will promote the peaceful resolution of student conflict. This workshop will focus on the techniques and models for creative problem solving, effective communication, brainstorming and group decision-making. Class format will include discussion, lectures, reading, demonstrations and role-playing.

HD 313 Clinical Child Development Seminar & Practicum II*

3 units

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

Practicum: CCD students are required to take three semesters of practicum; one semester in a therapeutic setting, one semester in a setting which is culturally different from the student's own cultural background, and one semester in a setting of the student's choice with advisor approval.

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

Course Descriptions

time during the semester. A written evaluation of a child and a summary of the student's clinical work with the child is required for completion of the course.

HD 314 **Clinical Child Development Seminar & Practicum III*** 3 units

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

Practicum: CCD students are required to take three semesters of practicum; one semester in a therapeutic setting, one semester in a setting which is culturally different from the student's own cultural background, and one semester in a setting of the student's choice with advisor approval.

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

HD 316A **Neonatal Suck Analysis & Basic Training Techniques*** 1 unit

Teaches the suck training technique that was developed by Marmet and Shell. Correct sucking motion is the cornerstone of problem-free breast-feeding. Evaluation of the infant's sucking motion and correction of improper sucking patterns with suck training techniques and innovative positions. Hands-on experience, academic instruction and discussion of counseling skills provide a variety of means to assimilate knowledge.

HD 316B **Neonatal Suck Evaluation: Anatomical & Physiological Impairment*** 1 unit

Addresses how to deal with anatomical problems such as cleft palate and mechanical causes of sucking problems. Neuromotor problems will be covered by a physical therapist who is trained as a lactation consultant. Discussion, review of the literature, case studies and problem solving of student's cases provide a thorough study of the subject.

Prerequisite: HD 316A or permission of the instructor.

HD 317 **Functioning as a Lactation Consultant: Equipment and Procedures*** 2 units

A framework from which a lactation consultant can build a professional career. Breast-feeding equipment evaluation and clinical use. Lactation consultant charting and clinical procedures. Creating a clinical lactation setting. Creating proposals for lactation services. Definitions of lactation consultant role, interfacing with other professionals and ethics. Business operations; insurance, leasing, accounting, staffing, advertising, warm line.

HD 318 **Codependency Workshop*** 1 unit

An exploration of the roots of codependency including the connection between addiction and co-dependency. Students will look at both the "problem" and the "solution" using writing, reading, discussion and experiential activities to break the pattern of co-dependency.

HD 323 **Group Therapy*** 3 units

The What, Where, When, Why, Who and How of working with groups as a counseling modality. An examination of group practice with individuals, families, teens and tots. A look at the wide range of populations and problems for which group work has become a therapy of choice. The course will begin to answer the question of how one can become a safe, secure, and successful group practitioner.

Course Descriptions

HD 324 **Survey of Specialized Therapies I: Culturally Relevant Therapy with Asians, Blacks & Latinos*** 3 units

An overview of racial/ethnic cultural influences from birth through adulthood. Child rearing practices, expectations concerning adolescents and adults, family patterns, and feelings about emotional problems and/or entering therapy will be discussed.

HD 325 **Survey of Specialized Therapies II*** 3 units

A survey of psychotherapeutic modalities/techniques that are appropriate (the therapy of choice) for clients within specific diagnostic categories. This course also illustrates alternative methods to facilitate a client's participation in the therapeutic process. The use of these modalities with children will be examined. Presenters will discuss Gestalt therapy, psychoanalysis, art therapy, use of medication, therapy with gay/lesbian clients, psychodrama, and therapy with adolescents.

HD 326 **Therapy with Children*** 3 units

An overview of different theories/methods that are used to help children resolve their problems. Child therapists from various disciplines will describe their psychotherapeutic techniques and provide bibliographies. The course will also examine children living in varied family/caregiver situations and the therapist's interactions with these adults. Students will be invited to discuss their own work with children.

HD 327 **Seminar: Clients in Crisis*** 3 units

An examination of client crisis situations, including the immediate and long-term implications for psychotherapy. The effects of this crisis on the client's children and other family members are presented. Topics discussed by specialists include domestic violence, hospices, suicide, board and care homes for "the walking wounded," rape, psychiatric hospitalization, perpetrators of child sexual abuse, and death of a family member. Bibliographies are available for each topic.

HD 328 **Relationships with Agencies, Institutions & Professionals*** 3 units

This course offers an opportunity to review ethical/legal aspects of multi-profession interactions. It also presents the opportunity to understand the policies and procedures of varied public/private human service agencies. Ample time will be given for class discussion with representatives from Department of Children Services (DCS), Probation, Department of Mental Health and PET, school district, private practice, police/sheriff and others involved in the criminal justice system, private non-profit community mental health centers and other human service agencies.

HD 329 **Advocacy for Young Children*** 3 units

Who speaks for the children? Who should? Are children an underclass, a minority? Are they the last slaves or are they by their very nature in need of someone else to speak for and protect them? An exploration of the status of children in today's society, requiring participation in a child advocacy project. Includes a Child Abuse Module meeting the California State AB 141 mandate.

HD 331 **Team Building for Early Childhood Educators & Parents** 3 units

(Offered in Intensive Sessions and Outreach)

Designed for administrators, teachers, staff, and parents to create an effective team which values working together with mutual respect. Among the issues addressed will be: 1) including parents as members of the team working for the growth and support of the children; 2) developing clear communication, written and oral, formal and informal; and 3) exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. Questions will include: What can you do from where you are? What is your responsibility when you are caught in the middle of a problem? How can you deal with issues that are not clear? How can you enable people to deal directly with others? Students will be expected to read in preparation for the class, participate actively, to keep a journal and to present a group project at the end of the course.

This is an equivalent class for HD 240, Models & Methods of Parent Involvement, with permission of advisor.

Course Descriptions

HD 332 Lactation Consultant Clinical Practice*

1-7 units

The program includes observation and discussion of actual consultations occurring at the Lactation Institute. Previous cases from the Lactation Institute may be reviewed and cases may be presented by experienced students. Priority is given to degree students, but other interested persons are also encouraged to attend and will be accepted as space permits.

HD 333 Field Observation for Lactation Consultants

1-2 units

A contract specifying objectives and time frame signed by Ms. Marmet or Ms. Shell is required at the time of registration. Please refer to the Schedule of Classes for registration deadlines.

HD 334 Special Challenges for the Lactation Consultant*

2 units

Designed for students specializing in Lactation. Topics covered include anatomy and physiology of the breast, nipple and breast assessment, induced relactation, jaundice, prematurity, toxicology, milk banking, maternal illness, infant dysfunction, hormones of reproduction and fertility, breast surgery and disease, and infant exam for lactation.

Prerequisite: HD 233 and HD 234, or permission of the instructor.

HD 337 Play, Language & Literacy Development

3 units

How do young children develop the skills they need to grow up competent in a literate society — language, dramatic play, using tools and materials to represent their experience, and reading? An examination of the development of symbolic behaviors and the role of adults in supporting children's play, language and literacy.

HD 339 Music & Art for Young Children

3 units

Music for ages birth through eight years will be explored, experienced and developed for musicians and non-musicians alike. The primary instrument, the voice, as well as supplemental instruments, Orff, rhythm and autoharp, will be used through the philosophy of Kodaly Music education. The visual arts will focus on children's developmental levels in art through lecture, slides and

discussion. Both disciplines will provide hands-on experience; materials and subject matter will be considered in terms of age-appropriateness and for further growth. Personal understanding of the creative process in music and art will be enhanced through singing, movement, games, drawing, painting, print making and sculpture.

HD 340 Leadership in Education*

3 units

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

This is an equivalent class for HD 401, Working with Adults.

HD 341 Movement with Children

3 units

This class focuses on four levels of learning within a dance and music focus:

- 1) Develop your own movement vocabulary by exploring with your body the elements of dance-time, shape, energy and motion;
- 2) The fundamentals of music rhythm, pulse and songs and how they can be spiced with dance;
- 3) How to use movement in your classroom, the kinesthetic as a classroom teaching tool to enhance cognitive development; and
- 4) Develop a personal resource notebook of movement activities and ideas.

HD 356 Child Care in the 1990s:

Issues & Concerns for Professionals 3 units

Designed for students interested in exploring professional options in Child Care and Early Childhood Education. This course examines a variety of issues including the nature of the field, professional ethics, the role of the consultant in employer-related or corporate child care, program and staff development and professionals as advocates for child care and early childhood education. Presented in a seminar format, content is individualized to address specific interests of students.

Course Descriptions

HD 357 **Imagery: Healing & the Internal World**

3 units

Students will be introduced to a systematic method of "imaging" within the Chakras. The imaging process occurs while in a state of relaxed and alert consciousness like that of meditation and occurs with experiences that are precise and sequential toward growth. Class discussions will share and explore this innately occurring process of imagery in terms of students' own experiences and in terms of some theory bases relevant to its understanding. No experience in meditation or other traditional or non-traditional disciplines is required.

HD 360 **Advanced Studies in Diversity & Anti-Bias Issues***

3 units

An in-depth, critical examination of the impact of institutional oppressions on human service programs for children and adults and the significance of cultural and political contexts on individual development and learning. Students will study new research and methods for working with bi-cultural children and adults, and develop skills for doing anti-bias human service work and advocacy. Format is a graduate seminar individualized to the participants' interests and issues. Students are expected to engage in developing their own theoretical and methodological framework for bicultural and anti-bias work.

Prerequisite: HD 282, or graduate standing and advisor's permission. NOT OPEN TO B.A. STUDENTS.

HD 374 **Alcoholism & Chemical Dependency*** 1 unit (Offered on Weekends)

An overview of alcohol/drug abuse and its related disorders within the family unit. Therapeutic issues associated with chemical dependency as it relates to physical, emotional and sexual abuse will be examined, along with various techniques for intervention. Dependency and co-dependency, essential requirements necessary for recovery, and the function of a strong aftercare program will all be explored.

HD 377 **Adventures with Sylvia Ashton-Warner: Releasing Children's Creativity, Learning & Joy**

3 units

New Zealand teacher Sylvia Ashton-Warner wrote vivid, accessible, best-selling novels about intense emotions of teaching. She reinvented beginning reading instruction based on what she unlocked in children's feelings and thoughts, instead of prescribed, sterile curriculum. A flamboyant, vulnerable, creative teacher, her work informs non-traditional teachers, peacemakers, and all who like to do their own thinking. Preparatory reading to be completed prior to the first class meeting is required.

Prerequisite: Familiarity with *Teacher* by Sylvia Ashton-Warner.

HD 378 **The Enchanted Child in the Real World: Exploring Children's Books**

3 units

Designed as a brief introduction to children's books that enrich, empower, inform and delight, with emphasis on enhancement of self concept, words as tools and toys, and heightening of global cultural awareness. Topics will include creative criteria for judging and sharing books and practical suggestions for opening children up to the magic of reading.

HD 396 **Contemporary Urban Adolescents*** 3 units

This class will focus on several issues that affect the quality of life of adolescents in urban areas. Subjects for study will include: unemployment/underemployment; gangs and other peer pressures; early sexuality; teen pregnancy; AIDS and other sexually transmitted diseases; and drugs. We will examine these topics from a developmental perspective and visit programs that are addressing them.

Course Descriptions

HD 398 Adolescent Pregnancy & Parenting* 3 units

An examination of the psychological, social, political and economic realities of adolescent pregnancy — “the problem that won’t go away.” We will look at teen parents: their preparation for parenthood and their expectations, what is the societal response to them and their expectations. The developmental needs of the adolescent, and the infant, will be examined in this course.

The hope of the instructor will be for individuals to develop realistic strategies for working with this growing population.

HD 399 Practicum Assessment 1 unit

Required for students attempting to waive two Pacific Oaks Children’s School Practica.

Prerequisites: Successful completion of the Practicum Waiver petition process and permission of advisor.

HD 400 Working with Children* 3 units

Explores the uses of interpersonal power in settings where adults and children encounter each other. These include: (1) children’s use of power toward adults and toward each other; (2) adults’ use of power on, for and with children, and (3) adults’ use of power on, for and with each other, as they participate in staff roles in settings serving children. Examines the implications of these interpersonal dynamics for the development of effective inter-relational communication strategies for teaching, counseling, parenting, and social and educational change. Also examines children’s developmental needs and the varied philosophical and methodological approaches which characterize different settings. Students may develop individual plans reflecting their personal and professional goals.

HD 401 Working with Adults* 3 units

Students are introduced to a rationale and methodology for working with adults in educational and therapeutic settings. Emphasis is on valuing diversity and respecting the individual; active, experiential learning; the interaction between theory and practice; the impact of social contexts on oneself and others. Students will develop strategies for facilitating adults’ empowerment, advocacy and responsibility in diverse settings.

HD 402 Child Care* 3-6 units

The primary focus of the child care program at Pacific Oaks is caregiving. The program is designed to meet the developmental needs of children, ages 2-5 years and 5-9 years, enrolled in full day child care and school aged child care. The practicum in child care provides students with an opportunity to work directly with children and their families. In addition, students will have an opportunity to learn more about and become involved in the following areas: the child care environment, team teaching, the development of an anti-bias curriculum, communicating with children and adults, observing and assessing behavior and staff development and support. M.A. students may focus on a variety of child care issues including: parent education and support, administration of child care programs, staff development, advocacy and program development.

May be repeated for credit up to a maximum of 12 units.

HD 403 Infant/Toddler/Parent Center* 2-6 units

An inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infants and toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of infant development and analysis, family dynamics, program administration, research or projects of individual interest. The seminar provides a medium for people focusing on this stage of development to discuss and exchange ideas and form a mutual support system.

May be repeated for credit up to a maximum of 12 units.

Course Descriptions

HD 404 **California Yard***

2-6 units

This practicum enables students to explore the relationship between theory and practice. Particular attention is paid to autonomy, separation, language acquisition, and toilet training. In addition, students are provided the opportunity to work not only with children but with parents both in the yard and in discussion groups. Much attention is focused on developing observation skills. Students also experience team teaching, development and implementation of curriculum, environmental analysis, writing of developmental summaries, self and peer assessment techniques and general communication skills through journal writing, staff meetings and seminars.

May be repeated for credit up to a maximum of 12 units.

HD 405 **Preschool: 3-5 Years***

3-6 units

Provides students an experience working with preschool children in an open, self-directed environment. Involvement includes: observing, assessing and meeting individual and group needs, team teaching, developing communication skills with children and adults, experience in curriculum, interaction with parents, environmental analysis, writing developmental summaries, exploring the relationship between theory and practice, and developing self-assessment techniques.

Through such activities as journal writing, observing and discussing children's behavior, and daily and weekly seminars, students learn to better understand and trust their ideas and feelings. These interactions help students to develop their own teaching styles.

May be repeated for credit up to a maximum of 12 units.

HD 406 **Saturday Infant/Toddler/Parent Center***

3 units

(Offered Weekends only)

An inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infants and toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of infant development and analysis, family

dynamics, program administration, research or projects of individual interest. The seminar provides a medium for people focusing on this stage of development to discuss and exchange ideas and form a mutual support system.

May be repeated for credit up to a maximum of 12 units.

HD 407 **Kindergarten***

3-6 units

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

May be repeated for credit up to a maximum of 12 units.

HD 409 **Open Classroom: Primary***

4-6 units

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

May be repeated for credit up to a maximum of 12 units.

HD 410 **Developmental Education***

3 units

Examines traditions that underlie a developmental, experiential, open-structured approach to education; one's own values and the values reflected in school programs and practices; the role of education as a tool of oppression and liberation for different groups in society; and the personal and political strategies for educational change. Issues and trends in early childhood education are considered from a developmental perspective. Implications for older children and adult learners will also be discussed.

Course Descriptions

HD 411 Preschool/Prekindergarten* 3-4 units
(Offered in Summer semesters)

Provides students an experience working with preschool and prekindergarten children in an open, self-directed environment. Involvement includes: observing, assessing and meeting individual and group needs; team teaching; developing communication skills with children and adults; experience in developing, implementing and evaluating an anti-bias curriculum; interaction with parents; environmental analysis; exploring the relationship between theory and practice; and developing self-assessment techniques. Through such activities as observing and discussing children's behavior, and daily and weekly seminars, students learn to understand better and trust their ideas and feelings. These interactions help students to develop their own teaching styles.

May be repeated for credit up to a maximum of 12 units.

HD 411 O Practicum/Seminar in Early Childhood Education* 3 units
(Offered in Outreach only)

Individually arranged field work and observation in selected preschool, kindergarten, and primary settings. Emphasis on child observation, focused case study, assessing and meeting individual and group needs, environmental analysis, exploring the relationship between theory and practice, and developing self-assessment techniques. Completion of research project requirement. Monthly seminar, on-site supervision and peer observation.

HD 412 Graduate Specialized Practicum* 1-3 units
Students contract with Master Teachers to pursue a specialized area of interest in children. NOT OPEN TO B.A. STUDENTS.

HD 414 Open Classroom: Kindergarten/Primary* 4 units
(Offered in Summer sessions)

Students work directly with children from five through nine years old, planning and analyzing children's activities under the guidance of master teachers. The teaching team focuses on individual needs of children while addressing both cognitive and affective growth. Seminars and discussions emphasize team teaching, parent education,

the teaching/learning environment, group dynamics, and record-keeping. Special effort is made to incorporate cultural differences, lifestyle variations and learning style differences into the program. During daily seminars, head teachers help students apply learning theories to classroom studies.

May be repeated for credit up to a maximum of 12 units.

HD 415 Emergent Curriculum: An Interactive Process 3 units

Building curriculum on teachers' and children's interests and expectations. Taking motivation and individual differences seriously, in both learners and teachers. Teachers as decision-makers in their classroom; making teaching a creative and satisfying job. Issues and trends in early childhood education are considered from the perspective of curriculum development and implementation. Implications for diverse settings and for older children and adult learners will also be discussed.

Equivalent class for HD 400, Working with Children.

HD 416 Practicum: Bicultural Development* 3 units
(Offered in Spring semesters)

The primary purpose of this practicum is to observe, assess, evaluate, and gain "hands-on" experience in a bicultural community setting. The student will be expected to participate in a community fieldwork placement for no less than three hours per week, in addition to classroom time.

Meets concurrently with HD 427, Working with Bicultural Children.

HD 420 The Art of Observation 3 units

When you observe a child: What do you see? What do you look for and why? How do you interpret what you are seeing? How do you translate what you have observed into goals for intervention? Observation is a basic teaching and assessment tool in early childhood education. Participants will observe children, share and evaluate frameworks for observation, and get feedback on observational skills.

Course Descriptions

HD 427 Working with Bicultural Children* 3 units
(Offered in Spring semesters)

Focuses on the methodological issues as they relate to effectively working with bicultural children. Learning theory and motivational concepts based upon research with bicultural children will be examined. Bicultural curriculum and bilingual program components will be discussed. Students will be required to participate in several on-site classroom observations in bicultural and bilingual settings. Particular emphasis will be placed on integrating the principles of bicultural development into the practical application of an effective educational approach.

Meets concurrently with HD 416, Practicum: Bicultural Development.

HD 440 Administration of Child Care Facilities 3 units

This course will identify approaches and techniques for working with parents, issues concerning programming, supervision of staff, and providing on-going growth and training of staff. We will discuss the skills and techniques necessary to administer a variety of early childhood education programs, including preschool and day care. Such issues as budgeting, record keeping, authority, communication and creativity will be discussed.

HD 442 Children's Art Studio Practicum 3-6 units

Students work directly with children ages two to eight in the Children's Art Studio, supervised by resident artists. There are opportunities for: age-appropriate curriculum development; directed teaching in art, movement and music; preparing and hanging exhibitions; ceramic kiln firings; and, cataloging children's art and multicultural art in 35mm slide format for the Pacific Oaks Permanent Collection. Documentation and one weekly seminar are required.

May be repeated for credit up to a maximum of 12 units.

HD 448 Saying Good-bye & Other Scary Times* 3 units

It may be the simple separation from family on entering school or childcare; it may be the terrible loss felt at a death or desertion. Any kind of leave taking can be hard for children to understand and accept. Adults can learn to welcome opportunities to help children look at parting. This course examines how, in differing cultural and gender perspectives, grown-ups can use minor partings as times to consider, with children, what saying good-bye can mean and how friends help each other part.

HD 450 Ecology of Working with Children* 3 units

An in-depth examination of educational and therapeutic practices using ecological and historical perspectives. Presented in a seminar format, content is individualized to student interest and issues, and will reflect the dynamic interaction between practice, reflection and theory. Students are expected to develop their own theoretical and methodological framework for working with children and adults.

Formerly offered as Emergent Practice in Educational and Clinical Settings. Replaces HD 289 B Theories of Child Development in practice.

Prerequisite: HD 400 or HD 401, or graduate standing and permission of advisor. NOT OPEN TO B.A. STUDENTS.

HD 451 The Bicultural Child with Exceptional Needs* 3 units

Focuses on issues of assessment, curriculum development, and pre-referral intervention strategies as they pertain to bicultural/bilingual students and special education. The influence of language, culture, politics, and socioeconomics on the referral and placement of bicultural students in special educational programs will be examined.

HD 453 Fieldwork: Administration &/or Supervision 2-3 units

Requires that students have a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision. Credit is based on 45 hours per unit of field work and journal keeping. Not available to B.A. students.

Prerequisite: Permission of the Fieldwork Supervisor.

Course Descriptions

HD 454 **Fieldwork: College Teaching/Teaching Adults** 2-3 units

Requires that students be either employed as the teacher of a college class, or be involved in an internship/team teaching arrangement which enables them to take a responsible role co-teaching in a college class. Credit is based on 45 hours per unit of field work and journal keeping. Not available to B.A. students.

Prerequisite: Permission of the Fieldwork Supervisor.

HD 455 **College Teaching/Teaching Adults** 1-2 units

Observation of a variety of college courses, at Pacific Oaks and elsewhere, with special attention to instructional process and technique. Credit is based on 45 hours per unit of observation and reading. Not available to B.A. students.

Prerequisite: Permission of advisor.

HD 456 **Fieldwork: Working with Parents** 2-3 units

Requires that students have a job or internship/apprenticeship which enables them to take responsibility for work with parents. Credit is based on 45 hours per unit of field work and journal keeping. Not available to B.A. students.

Prerequisite: Permission of the Fieldwork Supervisor.

HD 457 **Shadow Study: Parent/Community Work** 1-2 units

Students choose one or more persons to "shadow" whose work with parents, the culture in which it takes place, and whose style of dealing with their work, interests them. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being "shadowed" is required. Credit is based on 45 hours per unit of observation and reading. Not available to B.A. students.

Prerequisite: Permission of advisor.

HD 458 **Shadow Study: Child Care Administration** 1-2 units

Students choose one or more persons to "shadow" whose work in child care administration, the culture in which it takes place, and whose style of dealing with their work, interests them. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being "shadowed" is required. Credit is based

on 45 hours per unit of observation and reading. Not available to B.A. students.

Prerequisite: Permission of advisor.

HD 459 **Shadow Study: Administration** 1-2 units

Students choose one or more persons to "shadow" whose work, the culture in which it takes place, and whose style of dealing with their work, interests them. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being "shadowed" is required. Credit is based on 45 hours per unit of observation and reading. Not available to B.A. students.

Prerequisite: Permission of advisor.

HD 460 **Seminars in Bicultural Development & Education*** 3 units

(Offered Weekends)

Three seminars that specifically focus on bicultural development and its implications for educators and human service professionals working in bicultural communities. Seminar I will examine the work of Ramirez and Castañeda and the principles of their theory of cultural democracy as it relates to the educational process of bilingual and bicultural children; Seminar II will discuss the implications of parenting bicultural children; Seminar III will look closely at Paulo Freire's pedagogical framework with an emphasis on the mutual learning experience of both the student and the teacher in a liberatory educational practice.

HD 463 **Introduction to Critical Bicultural Education** 3 units

Designed to provide teachers with tools to critique their own theories and practice with bicultural children and adults. Topics include developing the bicultural voice; democratic participation and the building of solidarity; the role of culture and power with respect to issues of ideology, literacy, bilingualism, dialogical practices, curriculum, and cultural invasion.

Course Descriptions

SPECIAL EDUCATION

SpEd 231 **Seminar: Programs for Young Children with Special Needs** 3 units

(Offered in January Intensive sessions)

An active exploration of the emerging national focus on young children with developmental problems and handicapped conditions. Current and future practices in the design, implementation and administration of both mainstreamed and specialized settings for young children with special needs will be addressed. Included in the course are visits to effective programs and presentations by experienced leaders in this area. The coordination of education with other services and strategies for collaborating with families will be emphasized.

SpEd 239 **The Child with Special Needs: An Interdisciplinary Perspective*** 3 units

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

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

Students will be encouraged to critically analyze evaluation and intervention methods of a variety of professional disciplines that work with children and families. Criteria for assessing utility and effectiveness of methodologies will be examined. Issues of career and vocational education will be considered.

SpEd 243 **Instructing Children with Special Needs: Learning Handicapped** 2 units

Addresses the design of instruction and selection of curriculum materials for children with learning handicaps. Meeting the educational, emotional, and social needs of children with learning disorders and emotional problems will be the focus. Class work will include observing and learning from practicing special education teachers. Students will learn to use research findings about methods currently found in effective classrooms. Meets concurrently with SpEd 244.

SpEd 244 **Instructing Children with Special Needs: Severely Handicapped** 2 units

Addresses the design of instruction and selection of curriculum materials for children with severe handicaps. Meeting the educational, emotional, and social needs of children with learning disorders and emotional problems will be the focus. Class work will include observing and learning from practicing special education teachers. Students will learn to use research findings about methods currently found in effective classrooms. Meets concurrently with SpEd 243.

SpEd 257 **Directed Teaching: Learning Handicapped** 4 units

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

Prerequisite: Admission to the Special Education Credential Program.

SpEd 258 **Directed Teaching:
Severely Handicapped** 4 units

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

Prerequisite: Admission to the Special Education Credential Program.

SpEd 292 **Independent Study** 1-3 units

Available for students in the Special Education Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Courses offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

Course Descriptions

Planned Intensives & Outreach Schedule

The following schedules are useful for outreach students who are planning their programs. These schedules represent the five-year plan for outreach courses and Pasadena intensives. This plan is subject to change, so consult Betty Jones, Outreach Coordinator, at 818/397-1326 for the most up-to-date information. Additional courses may be added to the schedule.

Pasadena Intensives

(Some classes may be limited to Outreach students only.)

1990	January	HD 410	Developmental Education
1991	August	HD 200	Early Childhood Themes & Life Cycle Issues
	January	HD 282	Social & Political Contexts of Human Development
1992	August	HD 340	Leadership in Education
	January	HD 200	Early Childhood Themes & Life Cycle Issues
1993	August	HD 410	Developmental Education
	January	HD 340	Leadership in Education
1994	August	HD 282	Social & Political Contexts of Human Development
	January	HD 410	Developmental Education
1995	August	HD 200	Early Childhood Themes & Life Cycle Issues

Bay Area Outreach

1990	Fall	HD 410	Developmental Education
1990	Fall	HD 282	Social & Political Contexts of Human Development
1991	Spring	HD 340	Leadership in Education
	Fall	HD 282	Social & Political Contexts of Human Development
1992	Spring	HD 200	Early Childhood Themes & Life Cycle Issues
	Fall	HD 218	Cognitive Development: Piaget
1993	Spring		Elective
	Fall		Elective
1994	Spring	HD 410	Developmental Education
	Fall	HD 340	Leadership in Education
1995	Spring	HD 282	Social & Political Contexts of Human Development

Phoenix, Arizona, Outreach

1990	Fall	HD 250	Developing Anti-Bias Curriculum
1991	Spring	HD 331	Team Building for Early Childhood Educators
	Fall	HD 200	Early Childhood Themes & Life Cycle Issues
1992	Spring	HD 282	Social & Political Contexts of Human Development
	Fall		Elective
1993	Spring		Elective
	Fall	HD 340	Leadership in Education
1994	Spring	HD 410	Developmental Education
	Fall		Elective
1995	Spring	HD 200	Early Childhood Themes & Life Cycle Issues

Portland, Oregon, Outreach

1990	Fall	HD 401	Working with Adults
1991	Spring	HD 282	Social & Political Contexts of Human Development
	Fall	HD 340	Leadership in Education
1992	Spring		Elective
	Fall	HD 200	Early Childhood Themes & Life Cycle Issues
1993	Spring	HD 410	Developmental Education
	Fall		Elective
1994	Spring		Elective
	Fall	HD 282	Social & Political Contexts of Human Development
1995	Spring	HD 340	Leadership in Education

San Diego Outreach

1990	Fall	HD 200	Early Childhood Themes & Life Cycle Issues
1991	Spring	HD 285	Development of Bicultural Children
	Fall	HD 450	Ecology of Working with Children
1992	Spring	HD 340	Leadership in Education
	Fall		Elective
1993	Spring	HD 282	Social & Political Contexts of Human Development
	Fall		Elective
1994	Spring	HD 200	Early Childhood Themes & Life Cycle Issues
	Fall		Elective
1995	Spring	HD 410	Developmental Education

Seattle, Washington, Outreach

1990	Fall	HD 201	Advanced Studies in Human Development
		HD 282	Social & Political Contexts of Human Development
	Winter	HD 218	Cognitive Development: Piaget
		HD 282	Social & Political Contexts of Human Development

1991	Spring	HD 410	Developmental Education
		HD 250	Developing Anti-Bias Curriculum
		HD 298	Assessment of Experience
	Summer	HD 282	Social & Political Contexts of Human Development
		HD 340	Leadership in Education
			Elective
			Elective
	Fall	HD 200	Early Childhood Themes & Life Cycle Issues
			Elective
	Winter		
1992	Spring	HD 282	Social & Political Contexts of Human Development
	Summer	HD 250	Developing Anti-Bias Curriculum
		HD 410	Developmental Education
	Fall	HD 340	Leadership in Education
			Elective
	Winter		Elective
1993	Spring		Social & Political Contexts of Human Development
	Summer	HD 282	Early Childhood Themes & Life Cycle Issues
		HD 200	Elective
			Elective
	Fall	HD 410	Developmental Education
	Winter	HD 200	Early Childhood Themes & Life Cycle Issues
			Elective
1994	Spring		Elective
	Summer	HD 250	Developing Anti-Bias Curriculum
		HD 340	Leadership in Education
			Elective
	Fall	HD 282	Social & Political Contexts of Human Development
			Elective
1995	Spring	HD 401	Working with Adults
	Summer	HD 282	Social & Political Contexts of Human Development
		HD 410	Developmental Education
			Elective

Planned Intensives & Outreach Schedule

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Admissions Application Instructions

Suggested 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 August Intensives or Fall Semester: March 1
- for January Intensives or Spring Semester: October 1
- for Summer Semester: March 1

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

Application Instructions for All Degree/Program Students

1. **Application Form** (4 pages). Please note information on ethnicity (p.4) is voluntary; it is useful information (and often necessary) when collecting data for use in grant proposals, 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 \$50.
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 coursework is still in progress, please indicate and send official verification of enrollment. Proof of high school graduation may also be required.
5. **Three Letters of Reference** from teachers, employers, and/or administrators who know you. Students applying for teaching fellowships must have at least two 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.

Additional 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. Order forms for this service 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-language 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 of 500 will be considered for provisional admission and may be required to take additional English courses before becoming fully admitted. A score of 550 or above 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 finances 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; foreign students must finance the cost of their own college and living expenses while attending Pacific Oaks. These costs are about \$18,530 per year (\$8,900 tuition and fees for 30 units, \$6,300 room and board, \$450 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 for whom English is a second language may take intensive courses by permission only.
- 2) Foreign students for whom English is a second language should expect to spend a minimum of two years to obtain the M.A. degree.

Application Instructions for Special Students

11. **Special Students** not seeking a degree must complete the first two pages of the application form, and must submit items #6 and 9 per instructions (above). It is not necessary to submit reference letters, autobiography, work experience summary or transcripts.

The application fee for special students is \$10.

When all documents are in, you may expect a reply in four to six weeks. 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.

Commitment Deposit

Students who are accepted will be asked to confirm their expected attendance by making a \$200 commitment deposit, 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.

PACIFIC OAKS COLLEGE

5 Westmoreland Place • Pasadena, California 91103 • (818) 397-1349

APPLICATION FOR ADMISSION

1. Date of Application (month/day/year) ____ / ____ / ____
2. Anticipated semester of entrance (check one):
 - ☐ August Intensives (1)
 - ☐ Fall (2)
 - ☐ January Intensives (3)
 - ☐ Spring (4)
 - ☐ Summer (9)
3. Anticipated year of entrance: 19 ____
4. Type of Application (check one):
 - ☐ New Admission (N)
 - ☐ Readmission (R)
 - ☐ Program Change (P)
 - ☐ New Degree or Credential for current student (N)
 - ☐ Audit only (A)
 - ☐ Special Student – no degree or Credential (S)
5. Have you ever attended Pacific Oaks College before? ____
If so, what was your most recent semester? ____, 19 ____
6. Primary site for study (check one):
 - ☐ Outreach: Location _____ (OT)
 - ☐ Lactation Institute (EN)
 - ☐ Pasadena Campus (PC)
 - ☐ Independent Study (IS)
7. Majority of courses to be taken (check one):
 - ☐ Weekday Evening
 - ☐ Weekend
 - ☐ Summer Only
8. NAME _____
Last First M.I.
9. FORMER NAME _____
10. PREFERRED NAME OR NICKNAME _____
11. SOCIAL SECURITY NUMBER ____ - ____ - ____
12. BIRTHDATE ____ / ____ / ____
13. COUNTRY OF BIRTH _____ AND CITIZENSHIP _____
14. TYPE OF VISA (IF APPLICABLE) _____

15. ADDRESS

Street Address		
City	State	Zip
Country		

15. MAILING ADDRESS, IF DIFFERENT

Street Address		
City	State	Zip
Country		

17. HOME PHONE _____

17. WORK PHONE _____

19. WHAT IS YOUR CURRENT DEGREE OBJECTIVE?

☐ **BA in Human Development**

- ☐ ABLE
- ☐ Specialization in Child Care
- ☐ Specialization in Developmental Education
- ☐ Specialization in ECE/Developmental Education
- ☐ Specialization in Lactation
- ☐ Specialization in Work with Infants and Toddlers
- ☐ Multiple Subject Teaching Credential

☐ **MA in Human Development**

- ☐ ABLE
- ☐ Clinical Child Development Program (CCD)
- ☐ Bicultural Development Specialist Program
- ☐ Lactation Program
- ☐ Specialization in Child Care
- ☐ Specialization in Developmental Education
- ☐ Specialization in ECE/Developmental Education
- ☐ Specialization in Infants and Toddlers
- ☐ Specialization in Leadership in Education (check subspecialty)
 - ☐ Administration/Supervision
 - ☐ College Teaching/Teaching Adults
 - ☐ Parent/Community Work

Credentials

- ☐ Multiple Subject Teaching Credential (MSTC)
- ☐ Special Education Credential, Learning Handicapped
- ☐ Special Education Credential, Severely Handicapped

☐ **MA in Marriage, Family & Child Counseling**

- ☐ ABLE
- ☐ Clinical Child Development Program (CCD)

☐ **Post Graduate Certificate** (post-MA)

☐ **Credential only** — no degree (must have Bachelor's Degree already)

- ☐ Multiple Subject Teaching Credential (5th Year)
- ☐ Special Education Credential, Learning Handicapped
- ☐ Special Education Credential, Severely Handicapped

☐ **Special Student** — no degree (taking courses for interest)

20. How did you hear about Pacific Oaks College?

- | | | |
|--|---|---|
| <input type="checkbox"/> Pacific Oaks staff | <input type="checkbox"/> Pacific Oaks faculty (PF) | <input type="checkbox"/> Pacific Oaks alum (PA) |
| <input type="checkbox"/> Pacific Oaks student (PS) | <input type="checkbox"/> Other college professor (FA) | <input type="checkbox"/> College counselor (CC) |
| <input type="checkbox"/> Conference (CN) | <input type="checkbox"/> Place of work (EM) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Advertisement _____ | | |

Name of Paper/Journal

21. Current Position & Employer _____

Application for Admission - Page 3 of 4

22. EDUCATION List all colleges attended beginning with the most recent.

NAME OF INSTITUTION	CITY/STATE	DATES ATTENDED	MAJOR SUBJECT	DEGREE

23. REFERENCES List the people whom you have asked to send letters of reference:

NAME	POSITION	RELATIONSHIP TO YOU

24. Please summarize your reasons for pursuing a course of study at Pacific Oaks.

25. What are your career goals?

26. ☐ Check here if you need a financial aid application.

27. Check those items you have enclosed (these items may be sent separately, if you prefer):

- ☐ Results of TB test
- ☐ Autobiography
- ☐ Work Experience Summary (or resumé)
- ☐ Letters of Reference
- ☐ Official Transcripts (in sealed envelope)

Signature _____

Date _____

Please enclose application fee of \$50 for degree/credential programs or \$10 for special student status (check or money order payable to Pacific Oaks College).

Total fees enclosed: \$ _____

OPTIONAL:

Many forms of Financial Aid are available based on gender and ethnic group. Please answer the questions below to assist us in seeking Financial Aid alternatives. This information may also help Pacific Oaks to apply for institutional grants.

28. ☐ Male ☐ Female

29. Ethnic Survey:

- | | |
|---|---|
| <input type="checkbox"/> White (W) | <input type="checkbox"/> Other Hispanic (3) |
| <input type="checkbox"/> Black (B) | <input type="checkbox"/> Filipino (4) |
| <input type="checkbox"/> American Indian (I) | <input type="checkbox"/> Polynesian (5) |
| <input type="checkbox"/> Native Alaskan (I) | <input type="checkbox"/> Chinese/Chinese American (6) |
| <input type="checkbox"/> Chicano/Mexican American (1) | <input type="checkbox"/> Japanese/Japanese American (7) |
| <input type="checkbox"/> Latino/Hispanic American (H) | <input type="checkbox"/> Korean/Korean American (8) |
| <input type="checkbox"/> Puerto Rican (2) | <input type="checkbox"/> Other Asian (9) |
| <input type="checkbox"/> Other (Ø) | <input type="checkbox"/> East Indian/Pakistani (P) |

30. Marital Status

- ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

31. Family Status (if applicable)

Name of spouse

Occupation

Spouse's Employer

Employer Address

32. Number of dependents living with you

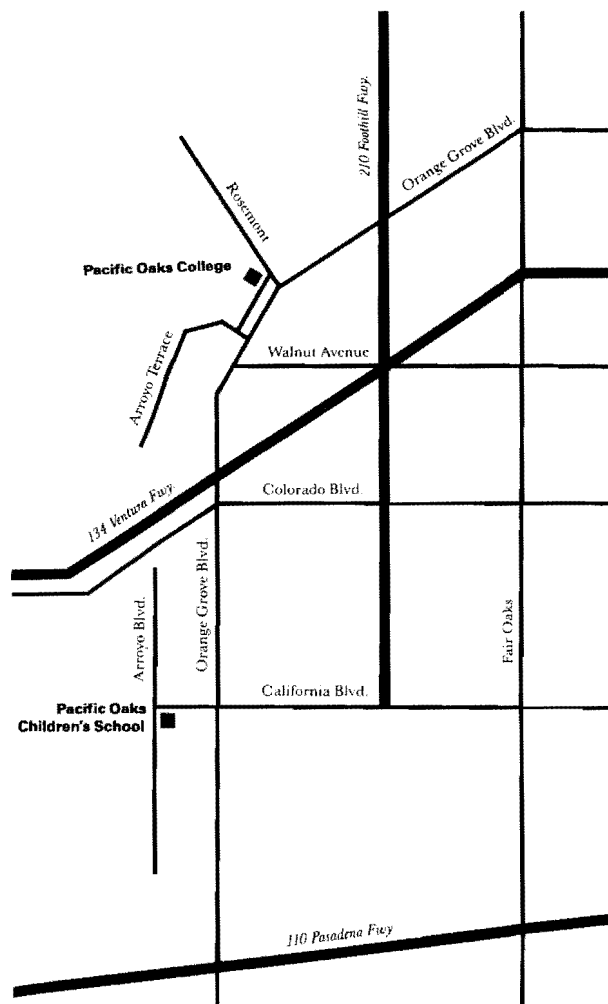
- ☐ None ☐ One ☐ Two/Three ☐ Four ☐ More than Four

33. Highest level of education attained by your mother.

- ☐ Grade School ☐ High School ☐ Some College
☐ Bachelor's Degree ☐ Advanced Degree

34. Highest level of education attained by your father.

- ☐ Grade School ☐ High School ☐ Some College
☐ Bachelor's Degree ☐ Advanced Degree



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

Directions

From the 134 Freeway: Take the Orange Grove exit. Turn left at the top of the offramp. The campus is on the left side of Orange Grove, about two blocks north.

From the 110 Freeway: Take the Orange Grove exit in South Pasadena. Turn left at the top of the offramp. Continue along Orange Grove through South Pasadena and Pasadena. The campus is on the left side of Orange Grove, about two blocks north of Colorado Boulevard.

From the 210 Freeway headed west: Go from the 210 to the 134 Freeway. Take the Orange Grove exit. Turn right at the top of the offramp. The campus is on the left, about 1 1/2 blocks north.

From the 210 Freeway headed east: Take the Colorado exit. Before coming to Colorado Boulevard, you'll come to Walnut Street. Turn right on Walnut. Go one block to Orange Grove, and turn right. The college is on the left side of Orange Grove in the next block.