

# 1992-93

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## COLLEGE CATALOG

**PACIFIC OAKS**  
COLLEGE & CHILDREN'S SCHOOL

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value the child

# PACIFIC OAKS

PROFESSIONAL PREPARATION IN EARLY CHILDHOOD EDUCATION, CLASSROOM TEACHING, HUMAN DEVELOPMENT AND FAMILY COUNSELLING



**PACIFIC OAKS COLLEGE**

5 Westmoreland Place  
Pasadena, California 91103

*Address Correction Requested*

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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, economic and social background in its student body. Our policies in admissions and other areas are non-discriminatory regarding race, gender, religion, ethnicity, physical ability, sexual orientation and age.

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

**Notice:**

The requirements, programs, course offerings, fees, policies and all other subjects covered in this publication may be changed without notice. Users of this publication should contact Pacific Oaks' representatives to learn the current status of matters covered herein. Pacific Oaks assumes no responsibility for any damages which may be claimed to have resulted from such changes.

**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 and January Intensives
- January Intensives and Spring
- Summer and August Intensives

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

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*Pacific Oaks  
College*

*1992-93  
Catalog*

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# 1992-1995 Calendar

## FALL 1992

May 1 - September 2 .....	Fall Early Registration
September 3 - 4 .....	Fall Registration
September 7 .....	Holiday (Labor Day)
September 8 .....	Weekday College Begins
September 12 .....	Weekend College Begins
	Fall Weekend College Registration
October 1 .....	Last Day to turn in all paperwork for Spring 1993 Financial Aid
October 1 - December 8 .....	January Intensive Registration
October 7 .....	Holiday (Yom Kippur)
October 15 .....	Last Day to Register for Independent Study & Master's Thesis
November 11 .....	Holiday (Veterans' Day)
November 15, 1992 - January 27, 1993 .....	Spring Early Registration
November 17 - 19 .....	Advising Period for Spring & January Intensives
November 26 - 27 .....	Holiday (Thanksgiving)
Sunday, December 15 .....	Fall Weekend College Ends
Thursday, December 19 .....	Fall Weekday College Ends
December 21, 1992 - January 1, 1993 .....	Faculty and Students' Winter Break
December 24-25 .....	All Offices Closed for Winter Break

## JANUARY 1993

October 1 - December 8, 1992 .....	January Intensive Registration
December 31, 1992 - January 1, 1993 .....	All Offices Closed for New Year's Holiday
January 4 .....	Financial Aid Applications for 1993-94 Available
January 4 - 13 .....	Fall Evaluation Period
January 4 - 26 .....	College Intensives (Weekdays and Weekends)
January 4 - 8 .....	First Intensive Week
January 13 .....	Fall Evaluations Due in College Records
January 11-15 .....	Second Intensive Week
January 18 .....	Holiday (Martin Luther King, Jr.)
January 19-26 .....	Third Intensive Week
Thursday, February 6 .....	January Intensive Evaluations Due in College Records

## SPRING 1993

November 15, 1992 - January 27, 1993 .....	Spring Early Registration
January 28 - 30 .....	Spring Registration
January 30 .....	Spring Weekend College Begins
February 1 .....	Spring Weekday College Begins
February 15 .....	Holiday (Presidents' Day)
March 1 .....	Last Day to Apply for May Graduation (Late Fee applies if filed after this date)
	Last Day to turn in all paperwork for Summer/Fall 1993 Financial Aid

# 1992-1995 Calendar

March 11 .....	Last Day to Register for Independent Study and Master's Thesis
April 1 - June 23 .....	Summer Early Registration
April 1 - July 8 .....	August Intensive Registration
April 5 - 9 .....	Spring Break
April 9 .....	Holiday (Good Friday)
April 15 - September 1 .....	Fall Early Registration
April 19-23 .....	Advising Period for Summer, August Intensives & Fall
May 16 .....	Spring Weekend College Ends
May 20 .....	Spring Weekday College Ends
May 23 .....	Graduation
May 31 .....	Holiday (Memorial Day)
June 3 .....	Spring Evaluations Due in College Records

## SUMMER 1993

April 1 - June 23 .....	Summer Early Registration
June 24 - 26 .....	Summer Registration
June 26 .....	Summer Weekend College Begins
June 28 .....	Summer Weekday College Begins
July 4 - 5 .....	Holiday (Independence Day)
July 15 .....	Last Day to Register for Independent Study and Master's Thesis
August 5 .....	Summer Weekday College Ends
August 8 .....	Summer Weekend College Ends
August 16 .....	Summer Evaluations Due in College Records

## AUGUST INTENSIVES 1993

April 1 - July 8 .....	August Intensive Registration
August 12 - 27 .....	College Intensives (Weekday and Weekend)
August 12, 13, 16, 17, 18 .....	First Intensive Week
August 19, 20, 23, 24, 25 .....	Second Intensive Week
August 23 - 27 .....	Third Intensive Week
September 9 .....	August Intensive Evaluations Due in College Records

## FALL 1993

April 15 - September 1 .....	Fall Early Registration
September 2 - 3 .....	Fall Registration
September 6 .....	Holiday (Labor Day)
September 7 .....	Weekday College Begins
September 11 .....	Weekend College Begins
	Fall Weekend College Registration
September 25 .....	Holiday (Yom Kippur)
October 1 .....	Last Day to turn in all paperwork for Spring '94 Financial Aid
October 4 - December 7 .....	January Intensive Registration
October 14 .....	Last Day to Register for Independent Study & Master's Thesis
November 11 .....	Holiday (Veterans' Day)

*Fall 1993 continued...*



# 1992-1995 Calendar

November 15, 1993 - January 26, 1994 .....	Spring Early Registration
November 25 - 26 .....	Holiday (Thanksgiving)
December 16 .....	Fall Weekday College Ends
December 19 .....	Fall Weekend College Ends
December 20 - 31 .....	Faculty and Students' Winter Break
December 23 - 24 .....	All Offices Closed for Winter Break

## JANUARY 1994

October 4 - December 7, 1993 .....	January Intensive Registration
December 30-31, 1993 .....	All Offices Closed for New Year's Holiday
January 3 .....	Financial Aid Applications for 1994-95 Available
January 3 - 7 .....	Fall Evaluation Period
January 5 - 26 .....	College Intensives (Weekdays and Weekends)
January 5 - 11 .....	First Intensive Week
January 7 .....	Fall Evaluations Due in College Records
January 12 - 19 .....	Second Intensive Week
January 17 .....	Holiday (Martin Luther King, Jr.)
January 20 - 26 .....	Third Intensive Week
Thursday, February 3 .....	January Intensive Evaluations Due in College Records

## SPRING 1994

November 15, 1993- January 26, 1994 .....	Spring Early Registration
January 27 - 29 .....	Spring Registration
January 29 .....	Spring Weekend College Begins
January 31 .....	Spring Weekday College Begins
February 21 .....	Holiday (Presidents' Day)
March 1 .....	Last Day to Apply for May Graduation (Late Fee applies if filed after this date)
	Last Day to turn in all paperwork for Summer/Fall 1994 Financial Aid
March 10 .....	Last Day to Register for Independent Study and Masters Thesis
March 28 - April 1 .....	Spring Break
April 1 .....	Holiday (Good Friday)
April 4 - June 22 .....	Summer Early Registration
April 4 - July 7 .....	August Intensive Registration
April 18 - August 31 .....	Fall Early Registration
May 15 .....	Spring Weekend College Ends
May 19 .....	Spring Weekday College Ends
May 22 .....	Graduation
May 30 .....	Holiday (Memorial Day)
June 2 .....	Spring Evaluations Due in College Records

# 1992-1995 Calendar

## SUMMER 1993

April 4 - June 22 .....	Summer Early Registration
June 23 - 25 .....	Summer Registration
June 25 .....	Summer Weekend College Begins
June 27 .....	Summer Weekday College Begins
July 4 .....	Holiday (Independence Day)
July 14 .....	Last Day to Register for Independent Study and Masters Thesis
August 4 .....	Summer Weekday College Ends
August 7 .....	Summer Weekend College Ends
August 15 .....	Summer Evaluations Due in College Records

## AUGUST INTENSIVES 1993

April 4 - July 7 .....	August Intensive Registration
August 8 - 26 .....	College Intensives (Weekday and Weekend)
August 8 - 12 .....	First Intensive Week
August 15 - 19 .....	Second Intensive Week
August 22 - 26 .....	Third Intensive Week
September 2 .....	August Intensive Evaluations Due in College Records

## FALL 1994

April 18 - August 31 .....	Fall Early Registration
September 1 - 2 .....	Fall Registration
September 5 .....	Holiday (Labor Day)
September 6 .....	Weekday College Begins
September 10 .....	Weekend College Begins
	Fall Weekend College Registration
September 15 .....	Holiday (Yom Kippur)
October 3 .....	Last Day to turn in all paperwork for Spring '95 Financial Aid
October 13 .....	Last Day to Register for Independent Study & Master's Thesis
November 11 .....	Holiday (Veterans' Day)
November 15, 1994- January 25, 1995 .....	Spring Early Registration
November 24 - 15 .....	Holiday (Thanksgiving)
December 15 .....	Fall Weekday College Ends
December 18 .....	Fall Weekend College Ends
December 19 - 30 .....	Faculty and Students' Winter Break
December 26 - 27 .....	All Offices Closed for Winter Break
January 1 - 3, 1995 .....	All Offices Closed for New Year's Holiday

## JANUARY 1995

January 2 - 24 .....	College Intensives
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# 1992-1995 Calendar

## SPRING 1995

January 26 - 28 .....	Spring Registration
January 28 .....	Spring Weekend College Begins
January 30 .....	Spring Weekday College Begins
May 14 .....	Spring Weekend College Ends
May 18 .....	Spring Weekday College Ends
May 21 .....	Graduation

## SUMMER 1995

June 22 - 24 .....	Summer Registration
June 24 .....	Summer Weekend College Begins
June 26 .....	Summer Weekday College Begins
August 3 .....	Summer Weekday College Ends
August 6 .....	Summer Weekend College Ends

## AUGUST INTENSIVES 1995

August 4 - 22 .....	College Intensives
August 4 - 8 .....	First Intensive Week
August 9 - 11, 14 - 15 .....	Second Intensive Week
August 16 - 18, 21 - 22 .....	Third Intensive Week

## FALL 1995

September 5 - 6 .....	Faculty Retreat
September 7 - 9 .....	Fall Registration
September 9 .....	Weekend College Begins
September 11 .....	Weekday College Begins
December 17 .....	Fall Weekend College Ends
December 21 .....	Fall Weekday College Ends
December 25 - 26 .....	All Offices Closed for Winter Break
January 1, 1996 .....	All Offices Closed for New Year's Holiday

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

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

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 orientation, 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:

Marsha Franker  
Director of Admissions  
5 Westmoreland Place  
Pasadena, CA 91103  
(818) 397-1349

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

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

For further information about Extension, please contact:

Kathleen Rubin, Director of Extension  
Ellen Biasin, Coordinator of Extension  
980 N. Fair Oaks Ave  
Pasadena, CA 91105  
(818) 397-1375

## About Pacific Oaks

## About Pacific Oaks

### 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 twelve 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 three full time Pacific Oaks faculty members 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.

### CURRICULUM PHILOSOPHY

Pacific Oaks College offers upper division courses leading to a B.A. degree in Human Development; courses of study leading to three teaching credentials: Multiple Subject Teaching Credential and Special Education Teaching Credentials (Learning Handicapped and Severely Handicapped); graduate courses leading to two M.A. degrees: Human Development and Marriage, Family and Child Counseling; 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 20 upper division units based on their learning from life experiences.

The Multiple Subject Teaching Credential is structured in two tiers — the Preliminary and the Professional Clear. The Preliminary Credential is effective for a five-year period and is non-renewable. Before expiration, additional course work must be completed to obtain the Clear Credential.

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 MFCC 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 must be in conjunction with either the M.A. in Human Development or the M.A. in Marriage, Family and Child Counseling.

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

The option to do a *specialization* in the M.A. program is also available. The specializations are: Child Care; 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.

A *program* is defined by a high ratio of required courses. A *specialization* is defined by a high ratio of electives.

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*, including an anti-bias approach.
- 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 post-baccalaureate 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 on page 19 for B.A. students and page 23 for M.A. students. 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.

### MISSION STATEMENT

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and the valuing of the uniqueness of each person. Its primary focus is placed upon all needs of young children and their families, and all those who, in a direct or indirect manner, touch their lives each day. Education at Pacific Oaks includes academic, research, clinical, and community outreach components to develop an understanding of those settings within which a child acts and which, in turn, affect a child's development. Pacific Oaks promotes educational practices within the institution, 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*

*Reaffirmed by the Board of Trustees February 1992*

## 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

Developmental Education

Early Childhood 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)

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 end of June and last six weeks. The B.A., B.A. ABLE, Credentials, M.A. in Human Development, some M.A. specializations and M.A. ABLE 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. Six weeks' 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 M.A. students. However, B.A. 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 each semester in Seattle, and Summer Intensives are also offered in July.

Outreach students may take up to 21 of the 30 units required for the M.A. in outreach courses. Outreach students must participate in three to nine semester units on the Pasadena campus. B.A. students must spend a Summer session or Fall or Spring session on campus to meet practicum requirements except as noted on p. 20.

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

## **PACIFIC OAKS NORTHWEST**

Pacific Oaks branch campus in the Seattle area offers outreach classes toward the M.A. and B.A. in Human Development and a teaching credential program. Classes are also offered in Portland.

## **Outreach**

For the B.A. and M.A. in Human Development all required classes and a selection of elective classes are available in the Seattle area. Northwest Outreach M.A. students take a minimum of one class in Pasadena; all other students take a minimum of two Pasadena classes. These may be one-week intensives (January or August) or summer session (six weeks).

Seven classes are offered on weekends — two in fall, two in winter, two in spring, and one (Thesis Development) in summer. Additional classes, including Assessment of Experience (for ABLE students) and practicum options for B.A. students, are offered as needed. In July, four one-week intensives are offered. (For course offerings for credential students, see *Credential* below.)

Most students are enrolled part time and extend their program over several years. However, it is possible to accelerate the program by combining outreach classes with Pasadena classes and/or with independent study. Reflective Teaching, a seminar for P.O./TLS credential students continuing in the M.A. program, is arranged in fall and spring subsequent to finishing the credential program.

### **Northwest Outreach Director:**

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

Portland Outreach offers one weekend class each semester.

### **Portland Coordinator:**

Laurie Todd  
3756 SE Stephens  
Portland, OR 97214-5152  
(503) 236-0768

## *Locations, Timeframes & Services*



## *Locations, Timeframes & Services*

### **Credential**

Pacific Oaks/The Little School offers the California Multiple Subject Teaching Credential (elementary) in a rigorous, full-time nine-month program. A B.A. is prerequisite to admission. This program has a separate application process, and admissions are limited. Completion of the California credential program qualifies students to apply for the Washington elementary credential as well. The 15 additional units required for the M.A. in Human Development may be completed in outreach and/or in Pasadena.

### **Northwest Credential Program Director**

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

### **Pacific Oaks Northwest Faculty**

Mona Lake-Jones, Ph.D.  
John Nimmo, Ph.D.  
Jeanne Strong-Cvetich, M.A., Teaching Credential

### **CALIFORNIA OUTREACH: SAN FRANCISCO BAY AREA AND SAN DIEGO**

Outreach classes are offered on weekends during the academic year. Currently two classes (fall, spring) are offered each year in San Diego and three classes (fall, winter, spring) are offered in the Bay area. Degree requirements and electives are scheduled on a three-year cycle (see page 61 of this catalog). Classes are taught by adjunct faculty and Pasadena faculty.

Up to 21 of the 30 units required for the M.A. may be taken in outreach courses. Three classes, which may be Intensives, must be taken in Pasadena (or, in part, in Seattle). Practicum in Pasadena may be required of B.A. students and may be taken in summer session except as noted on page 20.

NOTE: Pacific Oaks Extension classes, regularly offered in the Bay area, differ from outreach. Outreach classes are equivalent to degree classes offered on campus. Extension classes are not designated as Pacific Oaks degree classes; they may be transferred for junior-year credit toward the B.A.

### **Local Outreach Coordinators:**

*San Francisco Bay Area*  
Gretchen Brooke  
1783 Terrace Drive  
Belmont, CA 94002  
(415) 594-4815

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

### **CLUSTER CLASSES (OUTSIDE PASADENA AREA)**

Cluster classes are a special form of outreach, formed by local initiative. A group of 15 or more students ready to begin a degree program and wanting to attend a local sequence of Pacific Oaks courses may approach the nearest outreach coordinator or the central outreach coordinator in Pasadena, Betty Jones. Cluster formation requires approval by the Dean of the College and depends on faculty availability.

Current cluster (through Spring 1993): Phoenix, AZ

### **Local Coordinator:**

Kathryn Wauters  
4938 E. Dahlia Drive  
Scottsdale, AZ 85032  
(602) 943-3731, 996-4392

Clusters under consideration: Española, NM  
Visalia, CA

### **INDEPENDENT STUDY AT A DISTANCE**

Exceptionally self-directed, professional advanced and mature students located away from Pasadena and outreach sites may complete up to one-half of their M.A. or B.A. requirements by independent study. At least 15 units must be taken in classes. (Intensives, weekends and summer session are available.) Three units must be taken in Pasadena. The remaining courses can be taken in either Pasadena or Seattle. Approach courses may not be done as independent study.

Admission to and participation in an Independent Study program must be approved by the central outreach coordinator in Pasadena, Betty Jones.

## **COOPERATIVE PROGRAMS**

### **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. For more information see page 29 and contact the Pacific Oaks Admissions Office for details and application requirements.

### **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 Laura Rose and Nena Soltani. Coordinator for international programs at Pacific Oaks is Mary Beth Lakin.

## **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

Students who have earned the CDA Credential and have completed at least 60 semester units may apply to Pacific Oaks for assessment of their CDA profile for up to 30 upper division units. The fee is \$275 which covers assessment and total unit cost. Assessed units are applicable as junior year credit for the B.A. from Pacific Oaks. Contact Admissions Office for more information.

## **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, whether child or adult, is unique. 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 its regular on-campus programs, Pacific Oaks College, through Pacific Oaks Extension, offers courses in many locations off-site. Both undergraduate and graduate level courses are offered in collaboration with a wide variety of public and private child care, education and human service agencies.

Pacific Oaks Extension courses are designed to meet the needs of working professionals. Classes are small and are held during weekends and evenings at convenient locations.

Extension provides an exceptional opportunity to earn up to 30 upper division 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 are available for extension credit. Please contact the Extension Office for more information.

Kathleen Rubin, Director  
Ellen Biasin, Coordinator  
980 N. Fair Oaks  
Pasadena, CA 91105  
(818) 397-1375

For more information about Pacific Oaks Extension opportunities in Northern California, contact the local coordinator:

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

Steve Stripp  
3354 Adeline St.  
Berkeley, CA 94703  
(415) 547-3529

## *Locations, Timeframes & Services*

## *Locations, Timeframes & Services*

### **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 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 credentials 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 in math/science, 15 in social science, 3 in humanities, 6 as elective units).

For admission and information contact:

Joy Gould or Jay Blaine  
(818) 397-1399 or 1391

### **CONTINUING EDUCATION UNITS (CEUs) FOR NURSES**

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 the Credential Department at (818) 397-1331.

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

Pacific Oaks offers only upper division and graduate level courses. General education transfer requirements for admission include completion of not less than 60 and not more than 76 lower division transferable college semester units with a grade of at least a "C." 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:

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

## **2. Science & Math**

- Algebra (must be college level)
- Astronomy
- Biology
- 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 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)
- Economics
- 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.

## **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

# *Degrees, Programs & Specializations*

# Degrees, Programs & Specializations

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:

applied business courses  
orientation courses  
sectarian religious courses  
remedial courses  
occupational courses  
library courses  
secretarial 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.

Proof of high school graduation, GED certification, B.A. degree or completion of 60 transferable semester units is required prior to all admissions.

## Options for Earning Additional Transferable Units:

Applicants who meet all B.A. and M.A. ABLE admission requirements and have more than 76 lower division units will be awarded up to 18 additional transferable units if any of the following criteria are met:

1. Completed 24 or more units at a four-year college(s), with no distinction made as to upper or lower division status;

2. completed at least 18 units (beyond the basic general education requirements) in early childhood education;
3. completed at least 18 units (beyond the basic general education requirements) in Social Sciences, specifically, Psychology, Sociology or Anthropology;
4. completed at least 15 units in each of three of the four general education content areas: Oral/Written Expression, Science/Math, Social Science or Humanities/Arts.

Units in items #2-4 above may be taken at either a community college or a four-year institution.

Pacific Oaks Extension and Drug and Alcohol Program courses may be counted as transferable units to a maximum of 94; however, they do not count towards Pacific Oaks residency courses that are required for the B.A. or M.A. degrees.

A maximum of 94 units may be transferred into a B.A. degree program. M.A. ABLE applicants may transfer only upper division units beyond 94.

Transcript evaluations are available for a fee of \$25.00 (which is applicable toward the \$50.00 admission 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 may request a transfer credit estimate based on unofficial transcripts by appointment with the Admissions Office.

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

Applicants 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.

Applicants 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 16 for more information.

Applicants short of general education requirements and/or necessary units may take CLEP (College Level Exam Program) tests to acquire units. Transfer credit for CLEP will not be awarded beyond 76 lower division units. (See Admissions Office for information.)

Provisionally admitted students short of general education requirements or 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 evaluated for units. Contact the Extension Office at (818) 397-1375 for more information (also see page 15).

Applicants who have done Montessori training or have been through a program for nurses may be able to have their training evaluated for 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**

Students comprehend and analyze *developmental theories*:

HD 200 Early Childhood Themes & Life Cycle Issues

#### **Competency - Diversity**

Students value *diversity*, demonstrate commitment to social justice, and analyze the dynamics of institutional and individual bases and use of power:

HD 282 Social & Political Contexts of Human Development

#### **Competency - Communication**

Students *communicate* clearly and effectively. They implement and analyze individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others:

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.

NOTE: Credential students *must* see the Credential Office regarding a waiver *before* beginning this process. The waiver is not automatic.

#### **Competency - Research**

Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their *research* with existing literature in the field. 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.

#### **Competency - Implementation**

Students *implement* a philosophy of education reflecting developmental theories guided by observation, and evaluate these actions according to results and impact on other persons (ethics, values, principles and empowerment).

#### **Course requirement**

HD 400 Working with Children *or*

HD 401 Working with Adults

#### **Field work requirement**

All students should be able to observe and comprehend developmentally appropriate practice with children. Professional work with both children and adults requires understanding of child development, in theory and in action, as the beginning of life-span human development.

## *Degrees, Programs & Specializations*

## Degrees, Programs & Specializations

NOTE: Students who begin Pacific Oaks in fall of 1992 must take HD 400A or C concurrent with their first practicum. If they need a second practicum, they must take HD 420 concurrent with their second practicum. These courses will function as the Practicum seminars. In addition to the seminars, students will meet three times a semester for an integrative seminar with faculty who have responsibilities in the Children's School. Students who must take two practica should therefore plan to take HD 420 as one of their required elective courses regardless of what program they are in.

Continuing students who have not yet taken their first or second practicum should follow the above policy. Those who have completed HD 400 should enroll in HD 420. Students who are an exception to the above should see their advisor.

1. For students working or planning to work with children:
  - a. Two practica in Pacific Oaks Children's programs: HD 402, 403, 404, 405, 406W, 407, 411, 414, 442, *or*
  - b. One Pacific Oaks practicum plus approved petition to waive second practicum. Prerequisite: solid experience working with children. Students planning to petition 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. The petition process begins with College Records which will provide the petition form and guidelines. The waiver is not automatically granted.

A waiver is documented on the student's transcript as PT (by petition). No credit will be granted for prior experience.

2. For full-time practicing, experienced teachers of young children:

HD 465 Reflective Teaching (4 units)

Full-time practicum/seminar in student's own program. Monthly seminar and reflection on practice. Two observations by instructor each semester at student's place of employment. Three observations by student

each semester at other sites approved by Pacific Oaks. Consent of advisor required.

3. For highly experienced teachers of young children whose experience includes supervision of the work of other adults in children's programs:
  - a. Petition to waive the Children's School practicum. If approved, register for:
  - b. HD 399 Practicum Assessment (1 unit). Complete:
    - 1) One week of participation, designed as assessment, in a Pacific Oaks Children's School classroom *or*
    - 2) Two days of being observed in one's own classroom by a Pacific Oaks faculty member representing the Children's School. (The student is responsible for the faculty member's expenses, including travel.)

Filing a petition and completing the assessment process does not guarantee approval.
4. For Outreach students, two additional options are available:
  - a. Completion of full practicum sequence in a community college associate degree program with which Pacific Oaks has an articulation agreement, *or*
  - b. With consent of advisor, arrangement of an off-site practicum at an approved site, jointly supervised by Pacific Oaks local adjunct faculty and full faculty. One such practicum will be credited. Petition to waive the second practicum may be made by experienced teachers.
5. For students not working or planning to work in programs serving children directly, the following course sequence may be substituted for field work with children:

HD 200 Early Childhood Themes & Life Cycle Issues  
HD 420 The Art of Observation  
HD 400 Working with Children

Consent of advisor is required.

# Degrees, Programs & Specializations

## **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 completion of high school or GED,
2. be 30 years of age or older, and
3. have 3-5 years of professional-level work in a human service position.

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 general education requirements. (Note: Assessment of Experience should be taken during first semester of enrollment.) 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 coordinator Mary Beth Lakin and notification of the Admissions Office).

Students in the B.A. ABLE program may demonstrate competency equivalent to up to 30 lower division units through the assessment process. Up to 20 upper division units may be documented.

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

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

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 19 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 her/his 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 must talk with a Financial Aid Officer before initiating any change.

## **B.A. CURRICULUM SPECIALIZATIONS**

The following optional specializations are offered within the B.A. degree: Child Care, Developmental Education, Early Childhood 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 staff development and support.

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 for one practicum

Choose two of the following:

HD 240 Models & Methods of Parent Involvement

HD 246 Play in Childhood

HD 281 Children, Painting & Clay

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

HD 218 Cognitive Development: Piaget

HD 460 Seminars in Bicultural Development &  
Education

*Advisor:* Deborah Owens, M.A.



# Degrees, Programs & Specializations

## 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 310 Conflict Resolution & Mediation  
HD 331 Team Building for Early Childhood Educators & Parents  
HD 340 Leadership in Education  
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)

*Advisor:* regular degree/program advisor

*Fieldwork Supervisor:* Mary Beth Lakin, 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 & 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 & Program Planning  
HD 420 The Art of Observation
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

*Advisor:* regular degree/program advisor

*Fieldwork Supervisor:* Mary Beth Lakin, 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. All applicants must have an interview with Lactation Institute Directors.

In addition to requirements for the B.A. (see page 19; note that HD 401 Working with Adults must be taken instead of HD 400), requirements for the Lactation Specialization are:

- HD 229 Infant & Family Life Cycle
- HD 234 Basic Lactation 1A: Public Health, Social & Nutritional Issues

HD 233 Basic Lactation 1B: Techniques  
 HD 316A, B Neonatal Suck Evaluation & 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 Seminar

Two practica from the following:

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

The specialization consists of 20 - 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. There is a growing demand for professionals knowledgeable in normal developmental issues and able to work with this population in educational and clinical environments. Students will have the opportunity to work in both settings in this specialization.

Basic requirements for the specialization are:

#### 1. Two practica

HD 403 Parent/Infant/Toddler Center  
 HD 406W Saturday Infant/Toddler Program  
 HD 403D Off-campus practicum in a clinical or residential 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

### New College Requirement:

For students taking two practica:

HD 400 must be taken concurrently with first practicum  
 HD 420 must be taken with second practicum

**Recommended:** January Intensive HD 499 Special Topics: Working with Drug-Affected Children and Their Families

*Advisor:* Renatta Cooper, M.A.

### 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 class work (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 3

Students evaluate *developmental theories*: Students can creatively construct their own theories and compare them to existing work:

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:

- M.A. or post-baccalaureate student
- Knowledge of Erik Erikson's theory and other psychosocial theories
- Knowledge of cognitive theories
- Ability to observe and interpret data

## Degrees, Programs & Specializations

30 units

# Degrees, Programs & Specializations

- 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 3

Students value *diversity*, demonstrate commitment to social justice and evaluate the dynamics of institutional and individual bases and use of power:

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

HD 360 Advanced Studies in Diversity & Anti-Bias Issues

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 3

Students *implement* a philosophy of education reflecting developmental theories guided by observation, and evaluate these actions according to results and impact on other persons (ethics, values, principles, and empowerment):

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.

Equivalent courses: Developmental Education (Outreach), Emergent Curriculum, Leadership in Education (Pasadena)

## Fieldwork requirement:

All Pacific Oaks students should develop competence in observing child behavior and recognizing developmentally appropriate practice. All M.A. specializations and credential programs require fieldwork, field experience or practicum appropriate to the program emphasis. Each program defines the age/level with which the student should develop competence in implementing developmentally appropriate practice. ~~M.A. students not specializing and not choosing to enroll in a practicum are encouraged to complete the following course sequence:~~ *Quanto*

HD 200 Early Childhood Themes & Life Cycle Issues *or*

HD 201 Advanced Studies in Human Development

HD 420 The Art of Observation

HD 400 Working with Children *or*

HD 450 Ecology of Working with Children

## Competency — Communication

Students *communicate* clearly and effectively. They implement and evaluate individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others:

HD 231 Communicating for Empowerment 3

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, 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.

NOTE: Credential students *must* see the Credential Office regarding a waiver *before* beginning this process. The waiver is not automatic.

### Competency — Research

Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their *research* with existing literature in the field.

M.A. students must be able to: pose a burning, researchable question; justify the desire to investigate by placing the question in professional, social, and personal context; address issues of diversity and anti-bias in the field and in their approach; collect information, analyze, and synthesize the findings; and evaluate the implications of their findings.

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 *written and submitted*

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 *final*

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 for HD 299 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 transferable college semester 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 17). In HD 298, the Assessment of Experience course, 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,
2. not have a Bachelor's degree,
3. be 35 years of age or older,
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,
5. be able to demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community,
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.

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                                                        |

## Degrees, Programs & Specializations

# Degrees, Programs & Specializations

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

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.

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
120 or more	33

Completion of some specializations within the M.A. in Human Development degree program will require additional units. Completion of the M.A. in Marriage, Family and Child Counseling degree program will require a minimum of 49 units of course work.

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

M.A. ABLE students should take HD 298 Assessment of Experience in their first semester 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

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 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) 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

## Bicultural Development Course requirements:

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
HD 282	Social & Political Contexts of 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
HD 285	Development of Bicultural Children	3
HD 360	Advanced Studies in Diversity	3
HD 427	Working with Bicultural Children <i>or</i>	
HD 235	Cross Cultural Mores & Values	3
HD 416	Practicum: Bicultural Development	3
HD 220	Sociolinguistics: Issues of Language & Culture	3
HD 460	Seminars in Bicultural Development & Education	3
HD 277A, B, C	Thesis Development <i>or</i> Waiver	0, 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. The Program Director must chair the thesis committee.

*Program Director and Advisor: To be determined*

## LACTATION CONSULTANT

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 applicants must have an interview with Lactation Institute Directors.

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 Course requirements:

HD 200	Early Childhood Themes & Life Cycle Issues <i>or</i>	
HD 201	Advanced Studies in Human Development	3
HD 282	Social & Political Contexts of Human Development <i>or</i>	
HD 360	Advanced Studies in Diversity	3
HD 231	Communicating for Empowerment <i>or</i> 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 & 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 316A, B	Neonatal Suck Evaluation & Training	1,1
HD 334	Special Challenges for the Lactation Consultant	4
HD 262	Research Seminar	1
HD 403	Infant/Toddler/Parent Center <i>or</i>	
HD 406W	Saturday Infant/Toddler Program	3
HD 277A, B, C	Thesis Development <i>or</i> Waiver	0 - 3
HD 299	Thesis/Master's Project	3
TOTAL UNITS:		34-42 units

## 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. Core Course
  - HD 402 Child Care Practica (two)
  - HD 458 Shadow Study: Child Care Administration
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 218 Cognitive Development: Piaget
  - HD 308 Women in Administration *or*
  - HD 340 Leadership in Education
  - HD 460 Seminars in Bicultural Development & Education
  - HD 440 Administration of Child Care Facilities

Advisor: Deborah Owens, M.A.

## Degrees, Programs & Specializations

# Degrees Programs & Specializations

## 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 310 Conflict Resolution & Mediation  
HD 331 Team Building for Early Childhood Educators & Parents  
HD 340 Leadership in Education  
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 young children must be documented.

*Advisor:* regular degree/program advisor

*Fieldwork Supervisor:* Mary Beth Lakin, M.A.

## 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 & 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:* Mary Beth Lakin, 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 331 Team Building for Early Childhood Educators & Parents  
HD 360 Advanced Studies in Diversity  
HD 310 Conflict Resolution & Mediation  
HD 308 Women in Administration  
HD 240 Models & Methods of Parent Involvement  
HD 410 Developmental Education  
HD 415 Emergent Curriculum  
HD 450 Ecology of Working with Children  
HD 460 Seminars in Bicultural Development & Education

For other possible options, consult advisor.

3. Field work appropriate to the sub-specializations listed below:
  1. Administration/Supervision:  
HD 453 Field Work: Administration &/or 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 (2-3 units), *and*  
HD 455 College Teaching/Teaching Adults (1-2 units)

College Teaching/Teaching Adults (High/Scope Option)  
High/Scope Trainer of Teacher Trainers graduates admitted to the Pacific Oaks – High/Scope cooperative M.A. program substitute High/Scope units for one class in Leadership and for Fieldwork. The other High/Scope units are considered electives. Twenty-four (24) units of Pacific Oaks course work, including the required approach courses and Master's thesis, are needed to complete the degree.

NOTE: Students must have a B.A. *prior* to beginning High/Scope program.

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 Advisors:* Renatta Cooper, Betty Jones, Mary Beth Lakin, Deborah Owens

### **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 PROGRAM REQUIREMENTS**

To meet the growing demand for well-trained therapists who will respond to the complex needs of children, individuals and families, the MFCC program offers a multi-disciplinary framework. The program emphasizes a family systems approach with an integrative model of practice. At the core of this approach is the belief that people develop within an ecological context which directly influences the therapeutic process.

The MFCC program prepares students to practice therapy using a collaborative model that is respectful of the client's values, experiences and world views. Students are required to critically examine their own interpersonal dynamics in relation to their class, race, ethnicity, gender, age, physical abilities and sexual orientation. The goal is for students to learn how to understand and facilitate change. This occurs through a process of helping people develop competencies out of their lived experiences.

**Prerequisites:** A Bachelor's degree from an accredited institution or eligibility for the M.A. ABLE is required for admission to the M.A. in MFCC program. An admission interview must be scheduled with an MFCC advisor in order to be considered for admission. Students are provisionally admitted to the MFCC program with a full review for full admission following the completion of 18 units. Additionally, students will meet with their advisor each semester to review their progress and select courses for the next semester.

Completion of the program includes satisfactory completion of a minimum of 48 units, including one year of clinical placement concurrent with one year of practicum, and a Master's Thesis. Graduation from this program enables the student to complete current education requirements of the Board of Behavior Sciences Examiners (BBSE).

Listed on the next page are the Pacific Oaks MFCC courses which meet Sections 4980.37, 4980.40 and 4980.41 of the Business and Professionals Code of the BBSE.

### **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 the Program Advisor.

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 the Program Advisor.

As of January 1, 1991, any supervisor who begins supervision of any intern or trainee is required to sign a Supervisor's Statement. The statement must be signed before beginning supervision. The intern or registered trainee is to send the signed form to the BBSE within thirty days of employment or the beginning of supervision with a new supervisor.

### **Hours for Licensure**

Trainees must keep a weekly log of their hours of experience. Hours may be accumulated in different areas including supervision, counseling couples, families, and children, professional enrichment activities, and psychotherapy received. 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. At least 1500 hours must be collected after completing the Master's program.

### **Practicum & Clinical Placement**

Trainees are required to take one year of Practicum HD 224 and HD 226 while they are working in a clinical placement. The placement site must be approved by the MFCC advisor. Trainees should plan on working between 10-20 hours per week in the placement for a minimum of one year.

After trainees have completed the one year of Practicum, they may continue to participate in the practicum course, 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.

**MFCC CURRICULUM****UNITS***Degrees,  
Programs &  
Specializations*

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
HD 231	Communicating for Empowerment* <i>or</i>	
HD 232	Communication Skills and Individual Dynamics .....	3
HD 282	Social & Political Contexts of Human Development** .....	3
HD 235	Cross-Cultural Mores & Values: Sociocultural Environments <i>or</i>	
HD 360	Advanced Studies in Diversity & Anti-Bias Issues .....	3
HD 269	Personality Theories & Clinical Intervention .....	3
HD 267	Psychopathology .....	3
HD 221	Theories of Marriage, Family & Child Counseling .....	3
HD 326	Therapy with Children .....	3
HD 225	MFCC: Professional Ethics & the Law .....	2
HD 237	Human Sexuality & Sexism .....	0-3
HD 374	Alcoholism & Chemical Dependency .....	1
HD 262	Research Seminar .....	1
HD 274	Theories & Applications of Psychological Testing .....	2
HD 277	Thesis Development A, B, C*** .....	3
HD 299	Thesis/Master's Project .....	3
HD 224	Practicum I .....	3
HD 226	Practicum II .....	3

\* May be waived by full faculty or if student is M.A. ABLE

\*\* If course has been taken, substitute HD 360

\*\*\* May be waived by recommendation of thesis chair

In addition to the other requirements for licensure, students are required to take a minimum of seven hours of course work or training in child abuse assessment and reporting. This course is not counted as part of the 48 units required by the BBSE.

Students may choose from the following electives:

HD 310	Conflict Resolution & Mediation .....	3
HD 323	Group Therapy .....	3
HD 324	Survey of Specialized Therapies I .....	3
HD 325	Survey of Specialized Therapies II .....	3
HD 327	Clients in Crisis .....	3
HD 328	Relationships with Agencies, Institutions & Professionals .....	3
HD 285	Development of Bicultural Children .....	3
HD 499	Special Topics: Clinical Child Development .....	3

# Degrees, Programs & Specializations

## POST MASTERS TRAINING IN CLINICAL CHILD DEVELOPMENT

Students who have completed their Masters in Marriage, Family and Child Counseling at Pacific Oaks and want to develop clinical skills in work with young children and their families will be interested in the Clinical Child Development training program.

The CCD program addresses the need for well-trained, culturally sensitive therapists to work with the complexity of problems presented by the diverse population of today's children and families. The program will focus on developing competencies in diagnosis, developmental assessment, and appropriate interventions in working with children who have special needs. There will be an emphasis on understanding the familial and social contexts in which psychological problems can develop.

The training program is open to Pacific Oaks' graduates and alumni. It is a 15-18 unit program and will be offered as continuing education through Extension. Students will be able to complete the program in one year. A certificate of completion will be presented at the end of the training. The courses will be offered as follows:

### Fall 1992

Developmental Assessment and Program Planning or	
Development of Bicultural Children	3 units
Clinical Child Development	3 units

### January Intensives 1993

Authentic Infant-Competent Child	3 units
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### Spring 1993

Clinical Child Development Practicum	3 units
The Child with Special Needs	3 units

### Summer 1993 (if not taken already)

Development of Bicultural Children or	
Developmental Assessment and Program Planning	3 units

Students may take the CCD courses in conjunction with the MFCC program and upon completion will receive a Specialization in Clinical Child Development. If students choose this option, the courses would be taken through college.

Selection for the program is based on completion of an application, a personal interview, review of past experience and references. If interested, contact Ruth Kupers, MFCC.

## Clinical Training Program with Pasadena Mental Health Center

After a student has been provisionally accepted into the MFCC program, s/he may apply for a two-year clinical training program with Pasadena Mental Health Center (PMHC). The program includes six months of training which will involve meeting once a week for three hours. This part of the training will include lecture, discussion and experiential exercises in principles of communication, interviewing techniques and techniques of phone crisis intervention. After three months of training, students will work one four-hour phone shift per week for three months. Students will begin seeing clients and receiving supervision after successfully completing six months of training. They will receive periodic evaluations and feedback throughout the training. Students can begin accumulating hours as soon as they begin the program.

The program will be offered in March and October and students may apply with the recommendation of their advisor.

## ADVANCEMENT TO CANDIDACY AND THE THESIS/PROJECT PROCESS

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.

A Thesis/Master's Project handbook is available for purchase in the bookstore. Detailed instructions about submission of the completed thesis are in this handbook.

The thesis must be signed and in the library or on the Dean's desk by April 1 in order to be listed in the graduation program and be eligible to participate in the graduation ceremony.

## CREDENTIAL PROGRAMS

*Director and Advisor of Credential Programs: Amalya Nattiv, 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

The Multiple Subject Teaching Credential is structured in two tiers – the Preliminary and the Professional Clear. The Preliminary credential is effective for a five-year period and is non-renewable. Before expiration, you must complete additional course work to obtain the Professional Clear.

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 Course requirements *(If not previously completed at Pacific Oaks):*

HD 200	Early Childhood Themes & Life Cycle Issues or	
HD 201	Advanced Studies in Human Development (M.A. only)	3
HD 231	Communicating for Empowerment or Waiver <i>(Note: Please see Credentials Dept. about waiver)</i>	0 or 3
<i>If HD 231 is waived, take</i>		
HD 310	Conflict Resolution & Mediation	3
HD 282	Social & Political Contexts of Human Development or	
HD 360	Advanced Studies in Diversity & Anti-Bias Issues (M.A. only)	3
HD 400	Working with Children or	
HD 450	Ecology of Working with Children (M.A. only)	3
HD 218	Cognitive Development: Piaget	3

Ed 220	Introduction to Curriculum Development: Science	3
Ed 223	Curriculum Workshop: Social Studies & Integrated Arts or	
Ed 242	Teaching as a Performing Art	3
Ed 221	Curriculum Development: Mathematics	3
Ed 222	Curriculum Development: Reading/Language Arts	3

#### *Pacific Oaks Practicum:*

HD 404	Two Year Yard or	4
HD 405	Preschool	
HD 407	Kindergarten or	
HD 409	Open Classroom: Primary, or	
HD 465	Reflective Teaching	4

#### *Pacific Oaks Practicum:*

Ed 252	Directed Teaching: Kindergarten, or	
Ed 253	Directed Teaching: Primary	4
Ed 254	Directed Teaching: Upper Elementary	4

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.

Course or Exam in United States Constitution

Course or Exam in Audio-Visual

Completion of the California Basic Education Skills Test (CBEST) and National Teachers Examination (NTE)

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.

Twenty-four (24) additional units are required to earn the Professional Clear Credential.

## Degrees, Programs & Specializations

# Degrees, Programs & Specializations

## PROFESSIONAL CLEAR CREDENTIAL

If you completed your Preliminary Credential and B.A. concurrently at Pacific Oaks, you must complete an additional 24 semester units of study. You may meet this requirement by starting concurrent work toward a master's degree and/or specialization of your choice.

If you completed your Preliminary Credential at another institution, you must complete additional course work which must include a total of 24 upper division/post baccalaureate units of which eight units may be applied from another institution. At least 16 semester units must be completed at Pacific Oaks.

### Professional Clear Credential Course requirements (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 ( <i>Note: Please see Credentials Dept. about waiver</i> )	0 or 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 431	Technology in the Classroom: Fundamental Applications & Issues	1*
Ed 432	Technology in the Classroom: Survey of Instructional Software or equivalent	1*
	Technical Mastery:	(1)*
	Satisfied by:	
Ed 433	Logowriter	1
Ed 434	Technology Resources in Education (TRIE) Network	1
EdX 453.12	Logowriter or equivalent	1
SpEd 239	The Child with Special Needs	3*
HD 288	Developmental Assessment & Program Planning	3*
	Health Education	(2-3 units)*

Alcohol/Substance Abuse	0-1
Nutrition or	
Module in Elementary Curriculum Workshop:	
Science or	
course taken elsewhere	1-3

TOTAL UNITS MUST EQUAL 24

\*State-mandated courses which must be included in the program

## SPECIAL EDUCATION CREDENTIAL PROGRAM

This program offers students three options: Learning Handicapped, Severely Handicapped or both. These credentials can be earned simultaneously with work toward the Professional Clear Credential.

*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 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 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
SpEd 239	The Child with Special Needs	3
HD 240	Models & 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	3-4
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.

## *Degrees, Programs & Specializations*

# Student Services Information

## 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 and make an appointment 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. Programs and specializations have designated advisors. The general M.A. and B.A. in Human Development advising is coordinated by Mary Beth Lakin.

## 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.

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 Scholarships:** A limited number of privately donated scholarships are available to students demonstrating financial need. There are two merit scholarships available to continuing students.

## Application Process

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

## Student Services Information

3. Federal Income Tax Verification (1040, 1040A or 1040EZ forms) and all schedules;
  4. Financial Aid Transcripts from each school attended;
- 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 six 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 six week summer session to clear up sufficient incompletes from prior semesters.

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

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

Please contact the Financial Aid Officer regarding information about specific Financial Aid Programs:

Betty H. Sowell, Director of Financial Aid  
5 Westmoreland Place  
Pasadena, California 91103  
(818) 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 at 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.

### 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, Human Development and Marriage and Family Counseling and currently numbers over 20,000 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. Acquisitions for the collections are made based on faculty and student recommendations. Users are encouraged to offer suggestions.

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.

It is necessary to have a current Student I.D. card to check out Library materials. Students who are on a Leave of Absence may purchase a guest card, which is good for one year, from the Library. During the semester, Library hours are Monday through Thursday, 8:30 a.m. to 7:30 p.m.; Saturday 10 a.m. to 4 p.m.; closed Sundays and holidays.



## *Student Services Information*

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. 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 is housed on the Westmoreland campus adjacent to the Library and 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.

### **RESEARCH CENTER**

Pacific Oaks' Research Center coordinates and facilitates research model demonstrations and community outreach programs. It provides research-related services to students including resource files, database searches and computer use.

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

### **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, ten 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.

## Student Services Information

### 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, CD 401-406, 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 meet 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. Communicating for Empowerment (HD 231) ABLE and Outreach students follow a slightly different process. Please ask your advisor for details.
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.

### Pacific Oaks Children's School Practicum Petition Process

Successful completion of two practica at Pacific Oaks is required of B.A. students who plan careers working with children in order to gain enough hands-on experience with the Pacific Oaks philosophy. Petitioning 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.

## College Policies

## College Policies

Petition 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 petition of the second Children's School Practicum does not guarantee approval of the petition 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. Petitioning 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 effectively 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?

- 6) Did the student demonstrate appropriate level(s) of competence?

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. Requests for letter grades should be sent to the Dean's Office with documentation.

### 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; or the instructor and student agree to take a Permanent Incomplete rather than a May Complete. In all 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 cannot be converted to full credit at any time after the add/drop period, and are not applicable to any Pacific Oaks degree program.

### **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 pay a re-entry fee. After five years of absence, students must 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.

### **TRANSCRIPT REQUESTS**

A transcript of College work costs \$5.00 per copy. Please allow five 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 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  
980 N. Fair Oaks Ave.  
Pasadena, CA 91105

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.

### **ADMINISTRATIVE DROP POLICY**

Students will be dropped by the College for non-attendance following these guidelines:

Fall, Spring and Summer semesters, weekday classes

- First two class meetings missed

Fall, Spring and Summer semesters, weekend classes

- First full class meeting missed

August and January intensives

- First full class meeting missed

Students are responsible for notifying instructors if they have a legitimate excused absence from the first class(es). If this does not happen, the College will automatically drop students from the class(es) at once.

## Tuition & Fees

Tuition for Fall 1992 is:

- Credit \$345 per unit
- Audit (1-3 units) \$225

### 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 second day of class, refund is none

## *Tuition & Fees*

Tuition (per unit) .....	\$345
Audit (1-3 units) Audits cannot be converted to full credit after the add/drop period .....	\$225
CLEP exam score processing .....	\$30
Application fee for readmission if not registered for each semester or on leave of absence (absent 5+ years) .....	\$50
Re-entry fee .....	\$25
Late transaction fee (per transaction) .....	\$25
Student activity fee (per semester) .....	\$25
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) .....	\$345
per unit (upper division — M.A. and B.A. ABLE) .....	\$60
Note: M.A. ABLE students must assess 30 upper division units .....	\$1800
Xerox fee .....	Varies per class

### **Graduation Fees**

B.A. ....	\$35
M.A. ....	\$65
Multiple Subject Credential - Preliminary .....	\$35
Multiple Subject Credential - Professional Clear .....	\$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**

Credential Application .....	\$60
Certificate of Clearance (includes): .....	\$80
• Application processing fee .....	\$30
• Fingerprint processing through:	
California Department of Justice .....	\$27
FBI .....	\$23

NTE 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
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Fees subject to change without notice. Fees are non-refundable. All funds owed the College must be paid when due. Any student with a balance due will 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 Continuing Education Units (CEUs) 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 Fall & 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.*

### 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

## Course Descriptions

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 242 Teaching as Performing Art** 3 units  
(Offered during Summer sessions)

Participants explore creative drama as an improvisational, non-exhibitional, 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 provide an alternative approach to teaching social studies and integrated arts which open children's minds, stimulate their imaginations and language abilities, and spark their enthusiasm for continued personal development and discovery. This course may also serve as a practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities in a variety of subject areas 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.

**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.

**Ed 429 Reflective Teaching** 2-4 units  
(Offered during fall and spring semesters, Seattle Outreach only)

This seminar is designed to offer group and individual support for first- and second-year teachers in early childhood and elementary classrooms. Attention will be given to the nuts and bolts of implementing developmentally appropriate practices, as well as continuing to develop a personal philosophical understanding of the teaching/learning process. Individual in-class supervision and observation will be an integral part of the program.

*Prerequisite:* Completion of Pacific Oaks Credential program or consent of advisor, and concurrent employment as a teacher.

**Ed 431 Technology in the Classroom: Fundamental Applications & Issues** 1 unit

Study of issues involved in the use and control of, and access to, computer-based technologies: the potential for positive and negative impacts upon classrooms, schools and families; the moral, legal and ethical issues which arise as a result of using computer-based technology in schools; and the effect of computer-based technologies upon economic and gender bias in schools and society. Includes experience with word processing, data handling and classroom production software. Introduces examples of classroom software and criteria for evaluation of effectiveness.



# Course Descriptions

## Ed 432 **Technology in the Classroom: Survey of Instructional Software** 1 unit

Demonstrations and hands-on experience with examples of instructional software. Materials from K-8 publishers in four subject areas (language arts, mathematics, social studies, science) and four modalities (drill, tutorial, simulation, problem-solving).

## Ed 433 **Logowriter** 1 unit

Hands-on course covering all aspects of the Logowriter programming language, including ideas for incorporation of Logowriter into the elementary and middle-school curriculum.

## Ed 434 **Technology Resources in Education (TRIE) Network** 1 unit

Local, regional and national telecommunications opportunities of benefit specifically to teachers and students.

## **HUMAN DEVELOPMENT**

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

An investigation of the implications of cognitive developmental theory for early childhood education. Objectives of the course are to enable students to understand basic Piagetian theory, be aware of critics of Piaget, and to explore related theories. Students will explore Piagetian tasks with children and evaluate their experiences with the class. Cultural issues and differences between developmental stages and learning disabilities will be considered. Emphasis will be placed on the implications of constructivist theory for the role of the teacher, the organization of the environment, and the nature of the curriculum.

### 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.

## Course Descriptions

### 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.

### 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, breastfeeding, 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, breastfeeding problems, and infant development problems are studied. Infant development as it relates to breastfeeding will be examined.

### HD 231 Communicating for Empowerment\* 3 units

This course will empower students to make connections with other people. Students will have the opportunity to enhance their communication skills such as active listening and reframing, as well as doing role-playing and socio-drama to develop empathy that can be utilized in their personal lives and professional settings. Additionally, all students will further expand their skills through writing that is fluent, concise and organized. They will examine their values and biases along with their impact on

*continued...*

## Course Descriptions

communication across cultural, racial, ethnic, class and gender lines. They will develop and strengthen their ability to think critically about communication theories and styles, integrating the subjective and objective, in all 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 interact with others. The capacity to see ourselves clearly in social interactions 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 communications skills and the use of ourselves in positive ways in interactions. Students will have the opportunity to learn about themselves by sharing their thoughts, ideas and feelings with 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 breastfeeding. 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 breastfeeding, 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.

### 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 breastfeeding 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 breastfeed or fail when they try, how to help bottle-feeding women give their babies as many advantages of breastfeeding as possible, and how to help employed women who are breastfeeding.

### 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.

## Course Descriptions

### 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 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\* 3 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. Examines the development of a positive self-concept and attitudes toward others in areas of gender, race/ethnicity, and disabilities, and critical thinking and skills for confronting bias. 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.

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### 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.

### 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, review technical writing skills and practice editing thesis and proposal material.

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

## Course Descriptions

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 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 orientation, 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 assessment to enrich our knowledge of children and guide the planning of education and interventions for them. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices will be discussed. Students will be asked to assess one child and plan a program to meet the child's needs.

### 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 B.A. or M.A. 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.

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### 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 310 Conflict Resolution & Mediation\* 3 units

This course is designed for human service professionals, including teachers, educational administrators, and marriage and family counselors, who work with children, adolescents, and families. Participants will examine the nature of human conflict and effective strategies for conflict resolution, and will explore methods for developing programs which promote the peaceful resolution of conflict.

The class will focus on the techniques and models for conflict resolution, mediation, and creative problem-solving in various conflict areas, including the family, the school, and the workplace. Techniques for effective communication, brainstorming and cooperative group decision-making will be explored. Communicating across cultures, and bias awareness issues will be explored within all content areas. Class format will include discussion, lecture, reading, writing, demonstration 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 simultane-

ously 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 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 breastfeeding. Evaluation of the infant's sucking motion and correction of improper sucking patterns with suck training techniques and



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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 students' 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. Breastfeeding 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 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.

### **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 therapeutic theories and methods of working with children and families. How the issues of culture, race, gender, ethnicity, and class impact the therapeutic process will be addressed. 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.



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### 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\*** 4 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 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. For Outreach students this course may, with recommendation of instructor, waive HD 231, Communicating for Empowerment.

### 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 AVAILABLE 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 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

An examination of the developmental needs of children and the different assumptions underlying developmental and behaviorist approaches to working with children. Exploration of the uses of interpersonal power in settings where adults and children encounter each other and the development of effective facilitative strategies for teaching,

counseling, parenting, and social and educational change. Emphasis on valuing diversity and respecting the individual; active, experiential learning; interaction between theory and practice; and the impact of social contexts on oneself and others.

**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.

For Outreach students this course may, with recommendation of instructor, waive HD 231, Communicating for Empowerment.

**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.

**HD 404 Two Year 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 Fall & Spring 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

*continued...*

## Course Descriptions

## Course Descriptions

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.

Equivalent class for HD 400 Working with Children.

For Outreach students this course may, with recommendation of instructor, waive HD 231, Communicating for Empowerment.

### 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 412 **Graduate Specialized Practicum\*** 1-3 units

Students contract with Master Teachers to pursue a specialized area of interest in children. NOT AVAILABLE 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, life-style 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.

## Course Descriptions

### 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.

### 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 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 289B Theories of Child Development in Practice. NOT AVAILABLE TO B.A. STUDENTS.

*Prerequisite:* HD 400 or HD 401, or graduate standing and permission of advisor.

## Course Descriptions

### 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.

### 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 465 **Reflective Teaching Seminar** 4 units

Students conduct practica in their own program for two consecutive semesters. A monthly seminar, in which students reflect on and analyze their implementation of developmental theory, is required. Course includes observations of other sites, and observation by instructor

## Course Descriptions

at student's place of employment. For full-time, experienced teachers of young children. Meets requirement for Pacific Oaks practica.

*Prerequisite:* Consent of advisor, and current full-time employment with young children.

### **HD 471 Implementing Anti-Bias Curriculum I** 3 units

Course will examine the research base, goals, teaching strategies and activities, parent work, personal attitudes and behaviors that impede doing anti-bias education. Format includes lecture, discussion, consciousness-raising activities, role playing, reading and writing.

*Prerequisite:* HD 282, Social & Political Contexts of Human Development, or permission of instructor.

### **HD 472 Implementing Anti-Bias Curriculum II** 3 units

Designed for early childhood teachers with some experience in using anti-bias curriculum, this course addresses developmental and cultural issues in anti-bias education, tools for working with parents and other staff, and advocacy skills for countering the institutional obstacles to anti-bias work. Students are expected to engage with each other in critical evaluation of their current teaching practices and to deepen their theoretical and methodological framework for doing anti-bias education with children and adults.

*Prerequisite:* HD 250, Developing Anti-Bias Curriculum, or HD 471, Implementing Anti-Bias Curriculum I, or permission of instructor.

### **HD 499 Special Topics** 1-3 units

Special interest courses. See current Schedule of Classes for specific description(s).

## **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.  
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## Course Descriptions

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.

### SpEd 428 **Resource Specialist**

#### **Seminar/Fieldwork I**

3 units

The skills and knowledge needed to function as an effective Resource Specialist are the focus of this course. The various functions of the Resource Specialist will be examined; the consulting function, the coordinating function, the staff development function, and the parent education function. Students will observe and participate in field study with special education and regular education pupils.

### SpEd 430 **Resource Specialist**

#### **Seminar/Fieldwork II**

3 units

This course discusses the roles and responsibilities of Resource Specialists when consulting and collaborating with regular education professionals and with parents. We will investigate the processes of assessment, planning, teaching, and evaluation through fieldwork, reading, and discussion. For students in the Resource Specialist Certificate Program.

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**

Only approach classes are listed here. Up to six electives are also offered in each Intensive period.

<b>1992</b>	August	HD 340	Leadership in Education
		HD 277A, B	Thesis Development
<b>1993</b>	January	HD 200	Early Childhood Themes & Life Cycle Issues
	August	HD 410	Developmental Education
<b>1994</b>	January	HD 340	Leadership in Education
	August	HD 282	Social & Political Contexts of Human Development
<b>1995</b>	January	HD 410	Developmental Education
	August	HD 200	Early Childhood Themes & Life Cycle Issues
<b>1996</b>	January	HD 282	Social & Political Contexts of Human Development
	August	HD 340	Leadership in Education
<b>1997</b>	January	HD 200	Early Childhood Themes & Life Cycle Issues
	August	HD 410	Developmental Education

### **Bay Area Outreach**

<b>1992</b>	Fall	HD 218	Cognitive Development: Piaget
	Winter	HD 250	Developing Anti-Bias Curriculum
<b>1993</b>	Spring	HD 337	Play, Language & Literacy Development
	Fall		Elective
	Winter	HD 282	Social & Political Contexts of Human Development
<b>1994</b>	Spring	HD 410	Developmental Education
	Fall	HD 340	Leadership in Education
	Winter		Elective
<b>1995</b>	Spring	HD 282	Social & Political Contexts of Human Development
	Fall	HD 200	Early Childhood Themes & Life Cycle Issues
	Winter		Elective
<b>1996</b>	Spring		Elective
	Fall	HD 410	Developmental Education
	Winter		Elective
<b>1997</b>	Spring	HD 340	Leadership in Education

### **Phoenix, Arizona, Outreach**

<b>1992</b>	Fall	HD 273	Education for Critical Consciousness
<b>1993</b>	Spring	HD 218	Cognitive Development: Piaget

The current Phoenix cluster will conclude at the end of Spring 1993.

## *Planned Intensives & Outreach Schedule*



# *Planned Intensives & Outreach Schedule*

## **Portland, Oregon, Outreach**

1992	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
	Fall		Elective
1996	Spring	HD 200	Early Childhood Themes & Life Cycle Issues
	Fall	HD 410	Developmental Education
1997	Spring		Elective

## **San Diego Outreach**

1992	Fall	HD 415	Emergent Curriculum
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
	Fall	HD 340	Leadership in Education
1996	Spring		Elective
	Fall	HD 282	Social & Political Contexts of Human Development
1997	Spring		Elective

## **Seattle, Washington, Outreach**

In Seattle approximately 10 courses are offered each year — two or three in Fall, Winter and Spring Weekends, and four Intensives in July. Social and Political Contexts is offered each year, both as a weekend course and as an Intensive. Thesis Development is offered as a Summer Weekend course. Assessment of Experience is offered when enrollment justifies. Other required courses are offered every other year, as well as electives.

The tentative schedule for the coming year:

1992	Fall	HD 231	Communicating for Empowerment
		HD 460	Seminars in Bicultural Development & Education
		Ed 429	Reflective Teaching
	Winter	HD 282	Social & Political Contexts of Human Development
		HD 340	Leadership in Education
1993	Spring	HD 200	Early Childhood Themes & Life Cycle Issues
		HD 246	Play in Childhood
		Ed 429	Reflective Teaching
	Summer	HD 277	Thesis Development
		HD 282	Social & Political Contexts of Human Development
		HD 340	Leadership in Education
			Elective
			Elective

## *Administration*

**Katherine Gabel**, Ph. D., J.D., President  
**Laila Aaen**, Ph. D., Academic Dean  
**Richard Cohen**, Ph.D., Director, Research Center  
**Kathryn Girard**, Ph.D., Director, Research, Development and Computing

**Susan Hunter Hancock**, M.S., Assistant Dean, Student Services  
**Margaret Heritage**, Graduate Certificate in Education, Director, Children's School  
**Myrtle Higdon**, Executive Assistant to the President  
**Cynthia McLaughlin**, MIS Manager

## *Faculty*

**Laila Aaen**, Dean of the College  
Ph.D., The Wright Institute in Berkeley, Psychology.  
M.A., University of Wisconsin, Sociology. B.A., Carthage College, Sociology.

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

**Sue Choi**, Visiting Faculty  
Ed.D., Teachers College, Columbia University, Curriculum & Teaching/Early Childhood Education.  
M.Ed., Teachers College, Columbia University, Curriculum & Teaching. M.A., Teachers College, Columbia University, Early Childhood Education. B.A., Tufts University, Child Study. Multiple Subject Teaching Credential, University of California, Irvine.

**Renatta Cooper**  
M.A., Pacific Oaks College, Human Development. B.S., Towson State University, Early Childhood Education. Multiple Subject Teaching Credential.

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

**Louise Derman-Sparks**  
M.A., University of Michigan, Early Childhood and Elementary Education. B.A., Brooklyn College, American Literature & History. Preschool, Early Elementary and Special Education Teaching Credentials.

**Geraldine Ferguson**  
Ed.D., University of California at Los Angeles.  
M. Arch., Southern California Institute of Architecture.  
B.S., University of California at Los Angeles.

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

**Dorothy Garcia**  
M.A., Pacific Oaks College, Human Development. B.A., Mills College, Multi-Disciplinary Studies.

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

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

**Rita Hunt, Visiting Faculty**  
M.Ed., Stephen F. Austin State University, Secondary Education & Mid-Management Supervision. B.S., Southeastern State University (Oklahoma), Elementary & Special Education.

**Brenda Ingram**  
M.S.W., California State University, Sacramento. B.A., University of California, Los Angeles, Psychology.

**Betty Jones**  
Ph.D., University of Southern California, Sociology.  
M.A., Whittier College, Sociology. M.A., University of Wisconsin, Child Development. B.A., College of the Pacific, Psychology. Standard Teaching Credential, Elementary and Early Childhood.

# Faculty

## Virginia Kennedy

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

## Ruth Kupers

M.A., California Family Studies Center, Marriage, Family and Child Counseling. B.A. and Secondary Teaching Credential, University of California, Los Angeles, History. Licensed MFCC counselor.

## Mona Lake-Jones

Ph.D., Seattle University, Educational Leadership. M.A., University of Washington, Education/Communications. B.A., Washington State University, Education.

## Mary Beth Lakin

M.A., Pacific Oaks College, Human Development. B.S., University of Alabama, Women's Studies.

## Amalya Nattiv

Ph.D., University of California, Santa Barbara, Confluent Education. University of California, Riverside, Curriculum & Instruction. M.A., California State Polytechnic University, Pomona, Education. B.S., California State Polytechnic University, Pomona, Social Science. Standard Teaching Credential.

## Karen Neubert, Artist-in-Residence

M.F.A., Otis Art Institute. B.A., Stanford University. Undergraduate work, Universidad de Guadalajara, Mexico. Post Graduate Studies, U.C.L.A., Art Education. Community College Teaching Credential.

## John Nimmo

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## PACIFIC OAKS ADJUNCT FACULTY

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Teaching Credential. Special Education Teaching Credential. Community College Teaching Credential.

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### **Joan Newcomb**

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### **Janet J. Warren**

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### **Pamela Britton White**

J.D., Rutgers Law School. B.A., Gettysburg College, Psychology/Political Science.

### **Dianne K. Wilson**

M.A., California State University, Los Angeles, Education/Elementary Mathematics. B.A., Immaculate Heart College, Los Angeles, Human Growth and Development.

---

## **FACULTY MEMBERS EMERITAE**

### **Carroll Borland-Parten**

D.Ed., Fielding Institute, M.A., California State University at Los Angeles, Early Childhood Education. B.A., Pacific Oaks College, Human Development. "Core Certificate" University of California at Los Angeles. Nursery School Education. A.A., University of California at Berkeley, Speech Arts. California Special Education Teaching Credential. California General Elementary Teaching Credential. Early Childhood Specialist Teaching Credential. Adult Education (Parent Education) Credential. Community College Credential.

### **Mio Polifroni**

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### **Elizabeth Prescott**

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### **Marianne Wolman**

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

## *Faculty*

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## *Board of Trustees*

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# Admissions Application Instructions

## Suggested Application Deadlines:

Pacific Oaks College 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 January Intensives or Spring Semester: October 1
- for Summer Session,  
August Intensives or Fall Semester: March 1

Before an application can be considered, the following documents must be submitted to the College:

## Application Instructions for All Degree/Program Students

1. **Application Form** (4 pages). Please note information on ethnicity (p.3) is voluntary; it is useful information (and often necessary) when collecting data for use in grant proposals, government surveys, 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. **Personal Statement** of approximately 500 words which answers the questions below. The statement will be used as a writing sample, so make the essay integrative and cohesive.
  - a. Describe 2 or 3 experiences in your life and tell how they were formative in your development.
  - b. What are your professional goals and how will you pursue these goals through your course of study at Pacific Oaks?
  - c. Why did you choose Pacific Oaks over other institutions?

If you are applying to a Master's degree program, please answer the following question as well as those above:

- d. What are your expectations of a graduate program?
4. **Official Transcripts** from all post-high school institutions attended. If any course work is still in progress, please indicate and send official verification of enrollment. 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. Please use the forms provided. **Note:** We have provided one copy of the form. Please make copies for additional recommenders.
  6. **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 résumé may be submitted in lieu of this work and volunteer experience summary. Be sure to include all requested information listed above with the résumé.

## Additional Instructions for Foreign Students

7. Foreign students must have 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 by the applicant.

8. 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.
9. 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 \$21,230 per year (\$10,350 tuition and fees for 30 units, \$7,430 room and board, \$450 books and supplies, \$1,500 personal expenditures, and \$1,500 for transportation). See the Financial Aid Director about 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 Non-Degree Students

10. **Non-matriculating Students** (not seeking a degree or credential) must complete the application form through Item #24, (excluding Item #23) and must submit item #8 per instructions (above). It is not necessary to submit reference letters, personal statement, work experience summary or transcripts.

The application fee for non-matriculating students is \$10.

When all documents have been submitted, 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 about their admission status.

## Application Instructions for Students Requesting Readmission

11. Admitted students requesting readmission must submit an application for readmission if they have not been enrolled within the last five years. A personal statement and work and volunteer experience summary must also be submitted (see items #3 and #6 above.) Students who have been enrolled within the last five years, but who failed to request a Leave of Absence (LOA) for any/all terms, need to pay a \$25 re-entry fee to College Records when registering for classes.

Current students or former B.A. graduates of Pacific Oaks requesting admission to a Master's degree or credential program need to submit a personal statement, work and volunteer experience summary and a list of names of former instructors with the \$50 application fee. The Admissions Office will contact two of these course instructors for recommendations.

# PACIFIC OAKS COLLEGE

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

## APPLICATION FOR ADMISSION - Page 1 of 4

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) ☐ Audit only (A)  
☐ Readmission (R) ☐ New Degree for current student (N)  
☐ Non-matriculating 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)
7. Majority of courses to be taken (check one):  
☐ Weekday Evening ☐ Weekend ☐ Summer Only
8. NAME \_\_\_\_\_  
Last First Middle
9. FORMER NAME(S) \_\_\_\_\_
10. SOCIAL SECURITY NUMBER \_\_\_\_-\_\_\_\_-\_\_\_\_
11. BIRTHDATE \_\_\_\_/\_\_\_\_/\_\_\_\_
12. COUNTRY OF BIRTH \_\_\_\_\_ AND CITIZENSHIP \_\_\_\_\_
13. IF NOT U.S.: NON-RESIDENT ALIEN? \_\_\_\_\_ TYPE OF VISA? \_\_\_\_\_
14. ADDRESS  

Street Address		
City	State	Zip
Country		
15. MAILING ADDRESS, IF DIFFERENT  

Street Address		
City	State	Zip
Country		
16. HOME PHONE (\_\_\_\_) \_\_\_\_\_
17. WORK PHONE (\_\_\_\_) \_\_\_\_\_
18. ☐ Check here if you need a financial aid application.

**19. WHAT IS YOUR CURRENT DEGREE OBJECTIVE?**

<input type="checkbox"/> <b>BA in Human Development</b> <input type="checkbox"/> ABLE Program (ABL) <input type="checkbox"/> Specialization in Developmental Education <input type="checkbox"/> Specialization in Lactation <input type="checkbox"/> Multiple Subject Teaching Credential		<input type="checkbox"/> Specialization in Child Care <input type="checkbox"/> Specialization in Early Childhood Education <input type="checkbox"/> Specialization in Work with Infants and Toddlers	
<input type="checkbox"/> <b>MA in Human Development</b> <input type="checkbox"/> ABLE Program (ABL) <input type="checkbox"/> Lactation Program (LAC) <input type="checkbox"/> Specialization in Developmental Education <input type="checkbox"/> Specialization in Work with Infants and Toddlers <input type="checkbox"/> Specialization in Leadership in Education (check subspecialty) <input type="checkbox"/> Administration/Supervision <input type="checkbox"/> College Teaching/Teaching Adults <input type="checkbox"/> Parent/Community Work		<input type="checkbox"/> Bicultural Development Specialist Program (BCD) <input type="checkbox"/> Specialization in Early Childhood Education <input type="checkbox"/> Specialization in Child Care	
Credentials (must have Bachelor's degree) <input type="checkbox"/> Multiple Subject Teaching Credential (MSTC – Preliminary) <input type="checkbox"/> Multiple Subject Teaching Credential (MSTC - Professional Clear) <input type="checkbox"/> Special Education Credential, Learning Handicapped <input type="checkbox"/> Special Education Credential, Severely Handicapped			
<input type="checkbox"/> <b>MA in Marriage, Family &amp; Child Counseling</b> <input type="checkbox"/> ABLE (ABL) <input type="checkbox"/> Clinical Child Development Program (CCD)			
<input type="checkbox"/> <b>Post Graduate Certificate</b> (post-MA) in Human Development			
<input type="checkbox"/> <b>Post Graduate Certificate</b> (post-MA/MFCC) in Clinical Child Development			
<input type="checkbox"/> <b>Credential only</b> — no degree (must have Bachelor's Degree) <input type="checkbox"/> Multiple Subject Teaching Credential (MSTC – Preliminary) <input type="checkbox"/> Multiple Subject Teaching Credential (MSTC - Professional Clear) <input type="checkbox"/> Special Education Credential, Learning Handicapped <input type="checkbox"/> Special Education Credential, Severely Handicapped			
<input type="checkbox"/> <b>Non-matriculating Student</b> — no degree (taking courses for interest)			

**20. How did you hear about Pacific Oaks College?**

- |                                                                                 |                                                 |
|---------------------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Pacific Oaks community (faculty, staff, student, alum) | <input type="checkbox"/> College counselor (CC) |
| <input type="checkbox"/> College faculty (FA)                                   | <input type="checkbox"/> Conference (CN)        |
| <input type="checkbox"/> Professional organization (PR)                         | <input type="checkbox"/> Place of work (EM)     |
| <input type="checkbox"/> Other _____                                            | <input type="checkbox"/> Advertisement _____    |

Name of Publication

**21. Current Position & Employer** \_\_\_\_\_

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

NAME OF INSTITUTION	CITY/STATE	DATES ATTENDED	DEGREE SOUGHT	MAJOR SUBJECT	DEGREE AWARDED

**APPLICATION FOR ADMISSION - Page 3 of 4**

23. REFERENCES List three people whom you have asked to send letters of reference (use form):

NAME	POSITION	RELATIONSHIP TO YOU

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

- ☐ Personal Statement  
☐ Work Experience Summary (or résumé)  
☐ Letters of Reference  
☐ Official Transcripts (in sealed envelope)

Signature

Date

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

Total fees enclosed: \$ \_\_\_\_\_

**OPTIONAL:**

Please answer the questions below to assist us in seeking Financial Aid alternatives, completing government surveys, and applying for institutional grants.

25. ☐ Male ☐ Female

26. Ethnic Survey:

- ☐ White, non-Hispanic (W) ☐ Black non-Hispanic (B)  
☐ American Indian or Native Alaskan (I) ☐ Hispanic (H)  
☐ Asian or Pacific Islander (A)

27. Marital Status

- ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

28. Family Status (if applicable)

Name of spouse

Occupation

Spouse's Employer

Employer Address

29. Number of dependents living with you

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

30. Highest level of education attained by your mother.

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

31. Highest level of education attained by your father.

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

32. Were you in the upper 10% of your high school graduating class? ☐ yes ☐ no

**APPLICATION FOR ADMISSION - Page 4 of 4**

**LETTER OF REFERENCE**

*Please make copies for recommenders.*

Applicant Name (please print) \_\_\_\_\_

Please check the option of your choice and sign and date this form before submitting to recommender. If there is no applicant signature, this will be treated as a non-confidential recommendation.

- ☐ I wish to have access to this letter of recommendation; it will not be confidential and will be incorporated into my file for the purpose of seeking admission.
- ☐ I waive my rights of access to this letter of recommendation and request that it be used for the purpose of admission, but not incorporated into my file.

Applicant's signature \_\_\_\_\_ Date \_\_\_\_\_

---

**Recommender:** Please include in your statement intellectual and academic abilities; suitability for intensive work with children, adults, and families; interpersonal skills; reaction to criticism; and reliability. If more room is needed you may use the back of this form.

What is your relationship to the applicant? \_\_\_\_\_

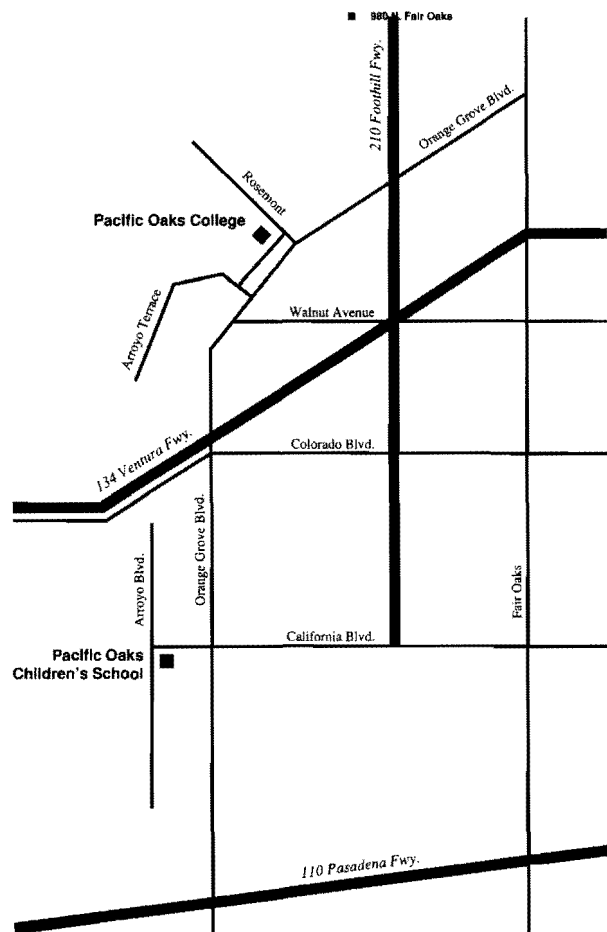
How long have you known the applicant? \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Organization/address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_



### **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 Boulevard exit. Turn left at the top of the offramp. The campus is on the left side of Orange Grove Boulevard, about two blocks north.

#### *From the 110 Freeway:*

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

#### *From the 210 Freeway heading 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 one and one-half blocks north.

#### *From the 210 Freeway heading east:*

Take the Colorado Boulevard exit. Before coming to Colorado Boulevard, you will turn right on Walnut Street. Go one block to Orange Grove Boulevard, and turn right. The college is on the left side of Orange Grove Boulevard in the next block.