

1995 - 96

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COLLEGE CATALOG

# PACIFIC OAKS

PROFESSIONAL PREPARATION IN

EARLY CHILDHOOD EDUCATION

CLASSROOM TEACHING

HUMAN DEVELOPMENT

& FAMILY COUNSELING



**PACIFIC OAKS COLLEGE**

5 Westmoreland Place  
Pasadena, California 91103

*Address Correction Requested*

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Pasadena, CA

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# *Pacific Oaks College*

**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 admission 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:**

Students will adhere to the requirements and programs outlined in the catalog of the academic year in which they're admitted. Students who interrupt their programs for five or more years will adhere to the catalog of the academic year in which they're readmitted.

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 Pacific Oaks Northwest (Seattle) Students:**

Pacific Oaks College is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. Pacific Oaks College is authorized to offer the following degree programs: B.A., M.A. in Human Development and Washington State Teaching Certificate (elementary).

Any person desiring information about the requirements or the act or the applicability of these requirements to the institution may contact the board office at 917 Lakeridge Way, P.O. Box 43430, Olympia, WA 98504-3430.

## **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:

- January Intensives and Spring
- Summer, August Intensives and Fall

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*

*1995-96  
Catalog*

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# 1995-1996 Calendar

## SUMMER 1995

March 15 .....	Priority Deadline for Financial Aid (Summer/Fall/Spring)
April 11 .....	Last Day to Register for Summer Directed Teaching
April 17 - 20 .....	Advising Period for Summer, August Intensives & Fall
April 17 - June 21 .....	Summer Early Registration
April 21 .....	Submit Federal Financial Aid Applications (Summer/Fall)
April 28 .....	Deadline to Request Summer Practicum
June 1 .....	Last Day to Register for Fall Directed Teaching
June 15 .....	Financial Aid Deadline (Summer) (all materials due in Financial Aid Office)
June 22 - 23 .....	Final Summer Registration
June 24 .....	Summer Weekend College Begins
June 26 .....	Summer Weekday College Begins
June 27 .....	Children's School Practicum and Summer Session Begins
July 4 .....	Holiday (Independence Day)
July 13 .....	Last Day to Register for Independent Study & Master's Thesis
August 3 .....	Summer Weekday College Ends
August 4 .....	Children's School Practicum Ends
August 6 .....	Summer Weekend College Ends
August 17 .....	Summer Evaluations Due in College Records

## AUGUST 1995 INTENSIVES

April 17 - July 6 .....	August Intensive Registration
April 17-20 .....	Advising Period for Summer, August Intensives and Fall
August 7 - 11 .....	First Intensive Week Intensive
August 14 - 18 .....	Second Intensive Week
September 7 .....	August Intensive Evaluations Due in College Records

## FALL 1995

April 17 - August 29 .....	Early Fall Registration
April 17-20 .....	Advising Period for Summer, August Intensives and Fall
April 21 .....	Submit Federal Financial Aid Applications (Summer/Fall)
June 1 .....	Last Day to Register for Fall Directed Teaching
June 30 .....	Submit Federal Financial Aid Applications (Fall or Fall/Spring)
July 14 .....	Deadline to Request Fall Practicum
August 30 .....	Final Fall Advising and Registration
August 31 - September 1 .....	Faculty Retreat (No Advisors on Campus)
September 4 .....	Holiday (Labor Day)
September 5 .....	Fall Weekday College Begins
September 8 .....	Children's School Practicum Orientation
September 9 .....	Fall Weekend College Begins
September 15 .....	Financial Aid Deadline (All materials due in Financial Aid Office)
October 2 - December 6 .....	January 1996 Intensives Registration
October 4 .....	Holiday (Yom Kippur)
October 12 .....	Last Day to Register for Independent Study and Master's Thesis
November 10 .....	Holiday (Veterans' Day)
November 17 .....	Last Day to Register for Spring Directed Teaching
November 23 - 24 .....	Holiday (Thanksgiving)
November 27 - 30 .....	Advising Period for January/Spring 1996

# 1995-1996 Calendar

November 27, 1995 - January 24, 1996 .....	Early Registration (Spring)
November 30 .....	Submit Federal Financial Aid Application (Spring)
December 14 .....	Fall Weekday College Ends
December 17 .....	Fall Weekend College Ends
December 18-29 .....	Faculty and Student Winter Break
December 25 - 26 .....	Holiday (Christmas)
January 1 - 2, 1996 .....	Holiday (New Year's)

## JANUARY 1996 INTENSIVES

October 2 - December 6, 1995 .....	January Intensives Registration
November 27 - 30, 1995 .....	Advising Period for January/Spring 1996
January 1 - 2, 1996 .....	Holiday (New Year's)
January 3 .....	Financial Aid Applications for 1996-97 Available
January 3 - 19 .....	College Intensives (Weekday and Weekend)
January 3 - 7 .....	First Intensive Week
January 8 - 12 .....	Second Week Intensives
January 11 .....	Fall Evaluations Due in College Records
January 15 .....	Holiday (Martin Luther King, Jr. Day)
January 16 - 20 .....	Third Intensive Week
January 22 - 23 .....	Faculty Retreat (No Advisors on Campus)
February 1 .....	January Intensive Evaluations Due in College Records

## SPRING 1996

November 17, 1995 .....	Last Day to Register for Spring Directed Teaching
November 27-30, 1995 .....	Advising Period (Spring)
November 27, 1995 - January 24, 1996 .....	Early Spring Registration
January 25-26 .....	Final Spring Registration
January 27 .....	Spring Weekend College Begins
January 29 .....	Spring Weekday College Begins
February 19 .....	Holiday (Presidents' Day)
March 1 .....	Last Day to Apply for May Commencement (Late Fee applies if filed after this date.)
March 7 .....	Last Day to Register for Independent Study and Master's Thesis
March 15 .....	Priority Deadline for Financial Aid (Summer/Fall/Spring)
April 1 - 5 .....	Spring Break
April 5 .....	Holiday (Good Friday)
April 12 .....	Last Day to Register for Summer Directed Teaching
April 22 - 26 .....	Advising Period (Summer/August/Fall)
April 26 .....	Deadline to Request Summer Practicum
May 12 .....	Spring Weekend College Ends
May 16 .....	Spring Weekday College Ends
May 19 .....	Commencement
June 6 .....	Spring Evaluations Due in College Records

## SUMMER 1996

March 15 .....	Priority Deadline for Financial Aid (Summer/Fall/Spring)
April 12 .....	Last Day to Register for Summer Directed Teaching
April 21 .....	Submit Federal Financial Aid Application (Summer/Fall)
April 22 - 26 .....	Advising Period (Summer/August/Fall)
April 22 - June 19 .....	Early Registration (Summer)
April 26 .....	Deadline to Request Summer Practicum
May 27 .....	Holiday (Memorial Day)
June 3 .....	Last Day to Register for Fall Directed Teaching

*Continued*



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# 1995-1996

## Calendar

(continued)

June 15 .....	Financial Aid Deadline (All Materials due in Financial Aid Office)
June 20 -21 .....	Final Summer Registration
June 22 .....	Summer Weekend College Begins
June 24 .....	Summer Weekday College Begins
July 3 .....	Deadline for August Intensive Registration
July 4 .....	Holiday (Independence Day)
July 11 .....	Last Day to Register for Independent Study and Master's Thesis
July 19 .....	Deadline to Request Fall Practicum
August 1 .....	Summer Weekday College Ends
August 4 .....	Summer Weekend College Ends
August 22 .....	Summer Evaluations Due in College Records

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# About *Pacific Oaks*

Pacific Oaks, located on two campuses in Pasadena, California, and Bellevue, Washington, 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 and other human service fields.

The style of learning emphasized at Pacific Oaks is 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.

The Children's School also has grown to include the Infant/Toddler Program, Two-Year-Old Yard, Pre-school, 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:

Office of Admissions  
5 Westmoreland Place  
Pasadena, CA 91103  
(818) 397-1349 or (800) 684-0900

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

Children's School  
714 West California Boulevard  
Pasadena, CA 91105  
(818) 397-1363

For further information about Extension, please contact:

Extension Office  
980 N. Fair Oaks  
Pasadena, CA 91103  
(818) 397-1362

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# 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 normally a part of the B.A. Program. Students interested in public school teaching may enroll in a credential program upon completion of core B.A. requirements. ✧

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

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.

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 a Lactation Consultant *program* within the M.A. curriculum.

The option to do a *specialization* in the M.A. program is also available. The specializations are: Child Care; Art Education; 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 M.A. in Marriage, Family and Child Counseling expands the students' competencies in counseling families with young children, providing students with the educational qualifications for the California MFCC License.

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

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 Pasadena Campus of Pacific Oaks is located on two beautiful, tree-shaded campuses in the heart of historic Pasadena. The craftsman-style bungalows of both campuses provide an idyllic, serene setting for our students. Only a half-mile from Old Town Pasadena, Pacific Oaks is surrounded by cultural resources: the Norton Simon Museum of Art, the Huntington Library and Art Gallery, the Gamble House and the Pacific Asia Museum.

The Pacific Oaks Pasadena Campus offers classes during Fall, Spring and Summer semesters. Our convenient evening and weekend class schedule makes it possible to earn your degree no matter where you live in Southern California. As a convenience for those who travel a distance, some weekend classes are scheduled all day, over three weekends during the semester. Intensives are week-long classes offered in January and August. We offer a special Summer MA Program that enables you to earn your MA in Human Development in only three summers.

Pacific Oaks Northwest, located in Bellevue, Washington, offers classes leading to the BA and MA in Human Development, as well as the Washington State Teaching Certificate. Weekend classes are offered in Seattle and Portland, Oregon. Seattle also offers week-long intensive classes in July.

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# About Pacific Oaks

Pacific Oaks also offers academic programs in Northern California. Students may earn a BA or MA in Human Development on weekends in the Fall and Spring terms. Beginning in 1995, week-long intensive classes are planned for late June.

The academic year includes two semesters, Fall and Spring; two time frames, Weekday and Weekend; several locations; and a six week summer session. One week intensive sessions are also offered in January and August in Pasadena, in June in the Bay Area and in June/July in Bellevue.

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.

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

## CURRICULUM PHILOSOPHY

The curriculum in Human Development, Marriage, Family and Child Counseling, and the Teacher Education 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.

All students must consult with their advisor when choosing classes in which to enroll. The criteria to consider are listed on page 17 for B.A. students and page 21 for M.A. students.

## 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*

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## *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:

- Lactation Consultant
- Marriage, Family and Child Counseling (MFCC)
- Special Education Credential

### **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 two weeks of one-week Intensives beginning the first or second 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.

Pasadena 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.

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## *Locations, Timeframes & Services*

### **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 full and adjunct faculty in the Pacific Northwest (Seattle, Portland), and in Northern California (Bay Area, Visalia).

Outreach classes are offered on weekends in Fall, Winter and Spring. In the Bay Area and Seattle, one week Intensives are also offered in June or July.

Outreach students must participate in three to nine semester units on the Pasadena campus. B.A. students must plan to meet practicum requirements. (See p. 18 for options.)

#### **Pacific Oaks Central Outreach Advisor & Coordinator:**

Betty Jones  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103  
(818) 397-1320

### **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 an elementary teaching credential program.

#### **Human Development**

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 students take a minimum of three units in Pasadena. These may be one-week intensives (January or August), summer session (six weeks), or weekend classes.

Seven or more classes are offered on weekends fall, winter, spring, and summer. Additional classes, including Assessment of Experience (for ABLE students) and practicum options for B.A. students, are offered as needed. In July, four or five one-week intensives are offered. (For course offerings for credential students, see Teacher Education 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.

#### **Northwest Outreach Director:**

Barbara Daniels/Tilman Smith  
Pacific Oaks Northwest  
2812 116th NE  
Bellevue, WA 98004  
(206) 889-0909

As a service to Oregon and southern Washington students, outreach classes are offered in Portland on weekends during the academic year. One class each semester, including electives and some requirements, will be offered for as long as enrollment justifies. Portland students will ordinarily take half of their program in a combination of Seattle and Pasadena classes.

Of the 30 units required for the M.A., 15 may be taken in Portland. Portland students may also take Seattle classes, and Seattle students may take Portland classes.

#### **Portland Coordinator:**

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

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# *Locations, Timeframes & Services*

## **Teacher Education**

Pacific Oaks Northwest offers Washington Teacher Certification (with elementary and early childhood endorsements) in a rigorous, full-time ten-month program. A B.A. is prerequisite to admission. This program has a separate application process, and admissions are limited. The 15 additional units required for the M.A. in Human Development may be completed in Outreach and/or in Pasadena.

### **Northwest Teacher Education Program Director**

Jeanne Strong-Cvetich  
Pacific Oaks Northwest  
2812 116th N.E.  
Bellevue, WA 98004  
206/827-8709

### **Pacific Oaks Northwest Faculty**

Sharon Cronin, M.A.  
Barbara Daniels, M.A.  
John Nimmo, Ed.D.  
Jeanne Strong-Cvetich, Ph.D.

## **NORTHERN CALIFORNIA**

Outreach classes are offered in the Bay Area on weekends during the academic year and as summer Intensives. Five to seven classes (fall, winter, spring and summer) are offered each year; degree requirements and electives are scheduled on a two-year cycle (see page 62 of this catalog).

### **Northern California Coordinator:**

Gretchen Brooke  
1783 Terrace Drive  
Belmont CA 94002  
(415) 594-4815

## **STUDENTS LIVING OUTSIDE OF OUTREACH AREAS**

Pacific Oaks' alternate time frames and locations enable students at a distance to plan individualized degree programs. Weekend classes (meeting monthly) are available at all locations; one-week intensives are offered in Pasadena (January and August), Northern California (June), and Seattle (July). Pasadena has a six-week summer session. Independent study at a distance may be arranged (highly self-directed, fluent writers may complete up to 12 units in independent study). Approach courses may not be done as independent study. All students must take at least one class in Pasadena.

For individualized planning/advising, contact Outreach Coordinator Betty Jones, Pacific Oaks College, 5 Westmoreland Place, Pasadena, CA 91103; (818) 397-1320 or (800) 613-0300.

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## *Locations, Timeframes & Services*

### **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 27 and contact the Pacific Oaks Admissions Office for details and application requirements.

#### **International Programs**

Pacific Oaks has continuing relationships with two colleges in Japan: Kyushu Otani Junior College in Chikugo City, Fukuoka, from which students in an International Early Childhood Education Program may apply to Pacific Oaks' B.A. program; and Seiwa College in Nishinomiya, which offers B.A., M.A. or Ph.D. programs in early childhood education and has a faculty and student exchange program with Pacific Oaks.

### **EXTENSION**

Pacific Oaks Extension provides an opportunity to earn up to 30 upper division units of transfer credit toward a B.A. degree at Pacific Oaks College. In most cases, units earned through extension can be applied toward the general education requirement for admission to the college.

Pacific Oaks Extension offers courses in collaboration with a variety of public and private educational and human service agencies in Northern and Southern California. Designed to meet the needs of working early childhood professionals, these classes are held during weekends and evenings at work sites and other locations convenient to students.

Courses offered include: child development and curriculum academic requirements under State of California Title 22 and Title 5, parenting classes and administration and supervision of early childhood programs.

#### **Child Development Associate**

Pacific Oaks College continues to offer up to 30 upper division semester units to qualified individuals who have earned the CDA credential by the portfolio assessment method (before June 1992) and have completed at least 60 semester units of college. The amount of credit awarded is based on an evaluation of the applicant's profile and college transcripts. A fee is charged for evaluation. To apply, contact the Extension Office.

#### **Community Education**

Most classes listed in the current Pacific Oaks College Schedule of Classes are open to the public. Upon approval, individuals may enroll in a course as a special student or for extension credit. Courses offered must have space available in the class and the student must meet course prerequisites and have the instructor's permission to enroll. For further information, contact the Extension Office.

Pacific Oaks Extension also offers credit for selected training programs, workshops and conferences such as those offered by Far West Labs, several Montessori programs, RIE, High Scope and Computer Using Educators (CUE) Conference.

For information about Extension Programs contact:

Pacific Oaks Extension  
980 N. Fair Oaks  
Pasadena, CA 91103  
(818) 397-1362



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## *Locations, Timeframes & Services*

### **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 Teacher Education Department at (818) 397-1331.

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# Degrees, Programs & Specializations

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

Pacific Oaks offers only upper division and graduate level courses. Transfer requirements for admission to the BA, BA/ABLE, and MA/ABLE degree programs include completion of not less than 60 semester units with a grade of "C" or higher. Only courses taken at colleges and universities accredited by regional commissions will be accepted. Please check with your transfer center to see if an Articulation Agreement is in place to assist you in selecting acceptable courses for transfer. The Pacific Oaks Registrar determines whether or not a course is acceptable.

Courses need to be in four basic areas as follows:

1. **Oral and Written Expression** - A minimum of nine semester units including English Composition. Other courses may include Creative Writing, Debate, English Literature, Journalism, Nursery School Language Arts (3 units maximum), Linguistics, Logic, Oral Interpretation, and Speech.

2. **Science and Math** - A minimum of nine semester units, and at least three units must be taken from a math or science department. Courses may include Astronomy, Biology, Business Math, Calculus, Chemistry, Computer Science, Physics, Ecology, First Aid, Geology, Health Education, Math (College Algebra or higher), Nutrition, Physical Anthropology, Physical Geography, Physiological Psychology, Statistics (Mathematics) and Zoology. (Note: Lactation students should review course prerequisites in selecting courses to satisfy this requirement.)

3. **Social Science** - A minimum of nine semester units including required courses in Introductory Psychology and either Introductory Sociology or Cultural Anthropology, Early Childhood Education Courses (theoretical), Ethnic Studies, Political History, Political Science, Psycholinguistics, Psychology, Social Geography, Sociology, Statistics, U.S. History, and Women's Studies.

4. **Humanities and the Arts** - A minimum of six units from Art History, Foreign Language (Advanced: 4th semester or 5th quarter and beyond), History, Literature, Music Theory or History, Philosophy, Religion, or Theatre History. Plus 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, Studio Art Courses.

5. **Electives** - Additional units may be transferred from Early Childhood Education, Foreign Language (introductory level), Physical Education Activity (maximum 4 semester units) or other transferrable courses not listed in areas 1 - 4 above.

Courses 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 will be waived in the deficit area. This may be done on a one-time basis only. The Registrar is the one who officially makes this transfer; however, the advisor may make this recommendation.

Applicants who meet all admissions requirements may earn up to 76 lower division semester units of courses listed under the four basic areas and acceptable electives.

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

# Degrees, Programs & Specializations

## **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 \$55.00 admission application fee). Official transcripts should be sent directly from all colleges attended to the Admissions Office, 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 60 units of general education requirements may transfer Pacific Oaks Extension classes to earn a maximum of 30 upper division transfer units.

Applicants who have successfully completed the Pacific Oaks Extension Drug and Alcohol Studies Program (DAP) may transfer in the 30 units earned in DAP towards the B.A., B.A. ABLE, and M.A. ABLE programs. The 30 upper division units will fulfill some of the required general education units (6 in Math/Science, 15 in Social Science, 3 in Humanities, 6 as elective units.)

Applicants short of general education requirements may take CLEP (College Level Exam Program) tests to acquire units. Transfer credit for CLEP will not be awarded beyond 76 units.

Contact the Admissions Office for more information on the above options.

If the applicant has completed the national CDA certification program through portfolio assessment, up to 30 upper division units can be transferred into a program without payment of tuition. There is a fee for having CDA work evaluated for units. Contact the Extension Office at (818) 397-1362 for more information (also see page 13).

Applicants who have done Montessori training may be able to have their training evaluated for units. Contact the Registrar for details.

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# Degrees, Programs & Specializations

## **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 course work). These 30 units 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 Communication for Empowerment

A student may request a waiver of 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 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 Teacher Education 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).

HD 400 Working with Children in a Diverse World *or*  
HD 401 Working with Adults

Equivalent courses: HD 410 Developmental Education, HD 415 Emergent Curriculum, HD 340 Leadership in Education

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# Degrees, Programs & Specializations

## **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 course work). These 30 units must include:

### **Competency - Development**

Students comprehend and analyze *developmental theories*:

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### **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 Communication for Empowerment

A student may request a waiver of 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 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 Teacher Education 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).

HD 400 Working with Children in a Diverse World *or*  
HD 401 Working with Adults

Equivalent courses: HD 410 Developmental Education, HD 415 Emergent Curriculum, HD 340 Leadership in Education

# Degrees, Programs & Specializations

## **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.

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, including the required general education transfer units, and completion of high school or GED,
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.

M.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. Assessment of Experience *must* be taken during the first semester in which it is offered following provisional admission. Students not completing the Assessment class may not enroll in further Pacific Oaks course work until the course is completed *unless they change from MA. ABLE to the regular B.A. program.*

Students must petition the Admissions Committee to change ABLE programs. Students who are receiving financial aid may face major changes in their financial aid award should the petition be approved. Any student considering such a switch must talk with a Financial Aid counselor before initiating any change.

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

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.

Competencies to be demonstrated in the Assessment of Experience class are:

1. DC 401 early years theory
2. DC 402 later years theory
3. DC 403 constraints on human development
4. DC 404 work with behavioral data
5. DC 405 sensory experiences
6. DC 406 working with adults

Documented Competency units must be paid for at the completion of the Assessment of Experience class and before enrolling for the following semester.

Documented Competencies will appear as units on the student's transcript. 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 follow curriculum requirements for the M.A. degrees, programs, and specializations in which they are enrolled.

# Degrees, Programs & Specializations

## LACTATION CONSULTANT

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

All applications must be submitted to Pacific Oaks College on the Application for Admission form available in the Admissions Office. All applicants must have an interview with Lactation Institute Directors. Background in human anatomy and physiology is required.

Eight basic 1-unit courses, offered at the Lactation Institute for Pacific Oaks Extension credit, must be taken prior to or concurrent with degree courses.

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

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

The Lactation Institute

16430 Ventura Boulevard, Suite 303

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	Communication for Empowerment <i>or</i>	
	Waiver	0 or 3
HD 401	Working with Adults	3
HD 229	Infant & Family Life Cycle	2
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 262	Research Seminar	1
HD 403	Infant/Toddler/Parent Center <i>or</i>	
HD 406W	Saturday Infant/Toddler Program	3
HD 292	IS: Thesis Development: Lactation Consultant	1
HD 277 B,C	Thesis Development <i>or</i>	
	Waiver	0 - 2
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 substituted with approval of specialization advisor.

### Bicultural Development

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.

Basic requirements are:

1. Experience working with bicultural children and families,
2. HD 285 Development of Bicultural Children  
HD 360 Advanced Studies in Diversity  
HD 427 Working with Bicultural Children
3. In consultation with Advisor, choose two from:  
HD 460 Seminars in Bicultural Development and Education  
HD 235 Cross-Cultural Mores & Values  
HD 250 Developing Anti-Bias Curriculum

Other options with Advisor's approval.

4. Master's project on topic related to bicultural development.

*Advisor:* Renatta Cooper, M.A. (Pasadena); Sharon Cronin, M.A. (Northwest)

### 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

# Degrees, Programs & Specializations

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's House 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 464 Community as a Context for Development
  - HD 440 Administration of Child Care Facilities

*Advisor:* Deborah Owens, M.A.

## **Developmental Education**

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

1. HD 400 Working with Children in a Diverse World *or*  
HD 410 Developmental Education *or*  
HD 450 Ecology of Working with Children
2. At least two of the following classes:
  - HD 218 Cognitive Development: Piaget
  - HD 240 Models & Methods of Parent Involvement
  - HD 246 Play in Childhood
  - HD 249 Preventive Intervention
  - HD 254 Authentic Infant - Competent Child
  - HD 285 Development of Bicultural Children
  - HD 310 Conflict Resolution & Mediation
  - HD 331 Team Building for Early Childhood Educators & Parents
  - HD 340 Leadership in Education
  - HD 396 Contemporary Urban Adolescents
  - HD 401 Working with Adults
  - HD 420 The Art of Observation
  - HD 427 Working with Bicultural Children
  - HD 464 Community as a Context for Development
  - HD 475 Special Topics: Working with Drug-Affected Children & Their Families

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 another acceptable setting) 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 & Fieldwork Supervisor:* Cheryl Greer, 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. HD 400 Working with Children in a Diverse World *or*  
HD 410 Developmental Education *or*  
HD 450 Ecology of Working with Children
2. At least two of the following classes:
  - HD 218 Cognitive Development: Piaget
  - HD 240 Models & Methods of Parent Involvement
  - HD 246 Play in Childhood
  - HD 285 Development of Bicultural Children
  - HD 288 Developmental Assessment & Program Planning
  - HD 401 Working with Adults
  - HD 420 The Art of Observation
  - HD 427 Working with Bicultural Children
  - HD 464 Community as a Context for Development
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 another acceptable setting) for systematic observation, if not for a practicum. If the practicum is

*Continued*



# Degrees Programs & Specializations

waived, comparable experience in a developmentally-oriented program for children must be documented.

*Advisor & Fieldwork Supervisors:* Renatta M. Cooper, M.A., ReGena Booze, M.A.

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

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 240 Models & Methods of Parent Involvement
  - HD 308 Women In Administration
  - HD 310 Conflict Resolution & Mediation
  - HD 331 Team Building for Early Childhood Educators & Parents
  - HD 340 Leadership in Education
  - HD 360 Advanced Studies in Diversity
  - HD 396 Contemporary Urban Adolescents
  - HD 401 Working with Adults
  - HD 410 Developmental Education
  - HD 415 Emergent Curriculum
  - HD 450 Ecology of Working with Children
  - HD 460 Seminars in Bicultural Development & Education
  - HD 475 Working with Drug-Affected Children & Their Families

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 36-unit degree program. To be eligible for this option, applicants must 1) have completed a B.A. prior to enrollment in the High/Scope program and 2) complete the High/Scope program with full recommendation.

### 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 & Field Work Supervisor:* Renatta Cooper (Parent/Community Work), Betty Jones (Outreach), Betty Jones (College Teaching/Teaching Adults), Deborah Owens (Leadership/Administration)

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# Degrees, Programs & Specializations

## **Work with Infants and Toddlers**

Programs for infants, toddlers and their parents are proliferating. This is especially true of programs for young children who have been prenatally exposed to drugs or alcohol. There is a growing demand for professionals knowledgeable in normal developmental issues who are able to work in both clinical and educational environments. Students in the specialization are encouraged to select practicum experiences in both types of settings. Basic requirements for the specialization are:

1. Two practica\* (6-8 units):

- HD 403 Parent/Infant/Toddler Center *and/or*
- HD 406W Saturday Infant/Toddler Program
- HD 403D Off Campus Practicum

\*Journals for practica must be kept with program advisor.

2. Classes:

- HD 240 Models & Methods of Parent Involvement
- HD 249 Preventive Intervention for Infants  
& the Very Young
- HD 254 Authentic Infant-Competent Child
- HD 475 Working with Drug-Affected Children  
& Their Families

*Advisor:* Renatta Cooper, M.A.

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# 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 interview with an MFCC advisor is required in order to be considered for admission. Students are provisionally admitted to the MFCC program with a 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 48 units, including one year of clinical placement concurrent with one year of practicum (6 units), and a Master's Thesis (3 units). Graduation from this program enables the student to complete current education requirements of the Board of Behavior Sciences Examiners (BBSE) Business and Professions Code Sections 4980.37, 4980.40 (a through d) and 4980.41. The MFCC courses which meet these requirements are listed on page 29.

## **Hours for Licensure**

Students must complete a total of 3,000 hours before they are eligible to take the licensure exam. They may collect a maximum of 1,350 hours while enrolled in the MFCC program. Hours may be accumulated in different areas including supervision; counseling individuals, families, couples and children; professional enrichment activities; and psychotherapy. Students are required to complete a minimum of twelve units before they can begin collecting hours and they must be fully admitted (after completing eighteen units, being recommended by two faculty members, and being interviewed by their advisor) before they can collect direct clinical hours and be eligible for a clinical placement.

## **Clinical Placement and Practicum**

Clinical placement sites must meet the BBSE regulations and be approved by the MFCC program. A memorandum of agreement must be completed between Pacific Oaks College and the placement sites before the trainee can be placed. The trainee's experience in the placement will be monitored by the MFCC Clinical Placement Coordinator. Trainees are required to take one year of practicum (HD 224 and HD 226) while they are working in the placement. A minimum of 150 clinical hours (direct work with clients) must be completed while the trainee is enrolled in the practicum class. Trainees must be enrolled in the program in order to collect hours toward licensure.

# Degrees, Programs & Specializations

## MFCC CURRICULUM UNITS

HD 200	Early Childhood Themes & Life Cycle Issues <i>or</i>	
HD 201	Advanced Studies in Human Development .....	3
HD 400	Working with Children in a Diverse World <i>or</i>	
HD 401	Working with Adults <i>or</i>	
HD 450	Ecology of Working with Children .....	3
HD 231	Communication 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 470	Clinical Theories of Child Development .....	3
HD 225	Professional Ethics & the Law .....	2
HD 237	Human Sexuality & Sexism*** .....	0-3
HD 253	Child Abuse Assessment & Reporting** .....	0
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

\* If course has been taken, substitute HD 360

\*\* BBSE requires a minimum of seven contact hours of training or coursework as specified in Section 28

\*\*\* BBSE requires a minimum of ten contact hours of training or coursework as specified in Section 25

\*\*\*\* 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 285	Development of Bicultural Children .....	3
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

# Degrees, Programs & Specializations

## POST MASTERS TRAINING IN CLINICAL CHILD DEVELOPMENT (EXTENSION)

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' alumni, mental health professionals and teachers who have a Master's degree or teaching credential. It is a 18-21 unit program and is 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 are as follows:

HD 254X	Authentic Infant-Competent Child	3 units
HD 239X	Clinical Practicum Seminar	3 units
HD 285X	Development of Bicultural Children	3 units
HD 288X	Developmental Assessment & Program Planning	3 units
SpEd 239X	The Child with Special Needs	3 units

If student is not a Pacific Oaks graduate, she/he will be expected to take two additional courses:

HD 282	Social & Political Contexts of Human Development	3 units
HD 326	Therapy with Children	3 units

Students may take the CCD courses in conjunction with the MFCC program and upon completion will receive a certificate indicating a Specialization in Clinical Child Development.

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, Director, MFCC Program.

## TEACHER EDUCATION/CREDENTIAL PROGRAMS

*Director and Advisor of Teacher Education / Credential Programs:* Candace Spence Kay, 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, kindergarten through sixth grade.

The Multiple Subject Teaching Credential may only be earned on the Pacific Oaks Pasadena campus.

## MULTIPLE SUBJECT TEACHING CREDENTIAL: PRELIMINARY CREDENTIAL

The California 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. degree student or as a post-B.A. student enrolled only in the preliminary credential program. Holders of this credential teach most frequently at the elementary and early childhood level.

### Prerequisite Approach Courses

HD 200	Early Childhood Themes & Life Cycle Issues	3 units
HD 231	Communication for Empowerment	3 units
HD 282	Social & Political Contexts of Human Development	3 units
HD 400	Working with Children	3 units

Note: Options to or advanced versions of above courses can be taken with consent of advisor as follows:

*HD 201	Advanced Studies in Human Development (MA only) — option for HD 200	
•HD 310	Conflict Resolution and Mediation or HD 232 Communication Skills and Individual Dynamics	3 units
•HD 360	Advanced Studies in Diversity and Anti-Bias Issues (MA only) option for HD 282	3 units
*HD 450	Ecology of Working with Children (M.A. only) — option for HD 400	3 units

# Degrees, Programs & Specializations

## Preliminary Credential Course requirements (If not previously completed at Pacific Oaks):

### Teacher Education Courses

HD 218 Cognitive Development: Piaget	3 units
Ed 220 Introduction to Curriculum Development: Science	3 units
Ed 221 Curriculum Development: Mathematics	3 units
Ed 222 Curriculum Development: Reading/Language Arts	3 units
Ed 223 Curriculum Workshop: Social Studies & Integrated Arts or	
Ed 242 Teaching as Performing Art	3 units

### Pacific Oaks Practica

(includes required seminar): 8 units total

HD 402 Child Care (pre-school age) or	
HD 404 Two Year Yard or	
HD 405 Preschool or	
HD 411 Preschool/Pre-Kindergarten	4 units
HD 407 Kindergarten or	
HD 409 Open Classroom: Primary, or	
HD 414 Open Classroom: Kindergarten/Primary or	
HD 402 Child Care (School Age)	4 units

HD 465 Reflective Teaching (with prior approval of advisor)	4 units
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### Public School Practica

(includes required seminar): 8 units total

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

Before registration apply prior to semester in which directed teaching is planned.

- 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/MSAT)

Completion of a Bachelor's degree with either:

1. A State approved diversified Liberal Arts studies major from a designated Liberal Studies waiver program. 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/MSAT) in the Core Battery General Knowledge Test (English, Social Studies, Literature, Fine Arts, Science and Math). CBEST and NTE (MSAT) and Certificate of Clearance results must be submitted to the Credential Analyst

before placement in Directed Teaching in Public Schools may be processed.

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

## 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 to earn the clear credential. You may meet this requirement by starting concurrent work toward a master's degree and/or specialization of your choice: formal application and admission to the Master's are required.

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 units
HD 231	Communication for Empowerment	3 units
HD 282	Social & Political Contexts of Human Development	3 units
HD 400	Working with Children in a Diverse World	3 units
Practicum	in Pacific Oaks Children's School	4 units
Ed 435	Technology in the Classroom	3 units
SpEd 239	The Child with Special Needs	*3 units
HD 288	Developmental Assessment & Program Planning	*3 units
Health Education		*(2-3 units)
	Alcohol/Substance Abuse	0-1 unit
	Nutrition or	
	Module in Elementary Curriculum Workshop: Science or	
	course taken elsewhere	1-3 units

TOTAL UNITS MUST EQUAL 24

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

# Degrees, Programs & Specializations

## SPECIAL EDUCATION CREDENTIAL PROGRAM

This program offers students three options: Learning Handicapped, Severely Handicapped, and the Resource Specialist Certificate. 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 <i>or</i>	
HD 201	Advanced Studies in Human Development	3
HD 231	Communication for Empowerment <i>or</i>	
HD 232	Communication Skills & Individual Dynamics	3
HD 282	Social & Political Contexts of Human Development <i>or</i>	
HD 360	Advanced Studies in Diversity & Anti-Bias Issues	3
HD 400	Working with Children in a Diverse World <i>or</i>	
HD 450	Ecology of Working with Children	3
Practicum in Pacific Oaks Children's School		3-4
SpEd 239	The Child with Special Needs	3
HD 240	Models & 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 (optional)	3-4
SpEd 257	Directed Teaching: Learning Handicapped	4
SpEd 258	Directed Teaching: Severely Handicapped	4

\*Students earning both specialist credentials register for four units.

## RESOURCE SPECIALIST CERTIFICATE PROGRAM

(Student must also earn a Learning Handicapped Credential to qualify for this certificate)

Required Courses:

SpEd 428	Resource Specialist Seminar and Fieldwork I	3 units
SpEd 430	Resource Specialist Seminar and Fieldwork II	3 units
HD 401	Working With Adults <i>or</i>	
HD 340	Leadership in Education	3 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 from an accredited institution and wish to participate in the Pacific Oaks learning process. Admission is granted based upon the student's development of an individual plan to meet the areas of competency and to meet the student's own individual interests. 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). 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.

## PROGRAMS/SPECIALIZATIONS/EMPHASES (UNDER DEVELOPMENT)

Several new programs, specializations and/or emphases are currently being designed for implementation in 1996-97 or 1997-98. Included are the following:

### Specializations

Specialization in Visual and Performing Arts (M.A.). Contact: Karen Neubert, (818) 397-1370 or Dr. Mae Pendleton Cowan (818) 397-1345.

Specialization for Teachers and Therapists Working with Children Affected by Violence. (Three tracks: Marriage, Family and Child Counseling, Early Childhood Education or Teacher Education, Continuing Education) Contact: Ruth Kupers (818) 397-1327 (for MFCC) and Director, Teacher Education (818) 397-1331.

### Emphases

Crosscultural Language and Academic Development (CLAD) Emphasis, (Recommended for *all* teachers who plan to work in Southern California. Contact: Teacher Education Department (818) 397-1331.

Early Childhood Emphasis for Multiple Subject Teaching Credential. Contact: Teacher Education Department (818) 397-1331.

## OFFICE HOURS

Most 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.

## ADMISSIONS

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

For an application and/or further information, contact the Admissions Office at (818) 397-1349 or (800) 684-0900.

## 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 Renatta Cooper.

Students wishing to change advisors must complete a "Change of Advisor" form, obtain the appropriate signatures and submit the completed form to the Admissions Office.

## ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Pacific Oaks College is committed to providing program accessibility to all students. Students with physical challenges are encouraged to identify their needs to the Student Success Office in a timely manner so that accommodations can be arranged. Students with documented learning challenges who want or require academic accommodations are encouraged to identify their needs when applying to the College.

## FINANCIAL AID

Pacific Oaks awards financial aid to *admitted degree students* in accordance with a nationally established policy based upon the belief that the student and her/his family are the primary and responsible source for funds to meet educational costs. Financial aid is available to fill the gap between potential resources (parents' contribution, student's and spouse's income, savings, etc.) and expenses. The amount of financial aid is determined by careful evaluation of a student's total financial strength, including income, size of family, allowable expenses and assets.

# Student Services Information

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

Note: Aid covers regular college courses only. It is not available for Extension courses or for units documented through the ABLE Assessment Process.

## 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 15	Summer Session
June 30	Fall & Spring Semester
November 30	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.

## SOURCES OF FINANCIAL AID

The following is a list of some of the primary sources of financial aid to students. Information regarding eligibility requirements and application procedures are available in the Financial Aid Office.

### Federal Aid

**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.

**Supplemental Education Grant Program (SEOG):** Grant program for undergraduate students with exceptionally high financial need.

**Perkins Student Loans:** 5% long-term repayment program available to students with exceptional need. Repayment begins 9 months after graduating or termination of at least half-time status, with minimum repayment of \$30 per month.

**Stafford Student Bank Loan:** Variable rate long-term repayment loan program with 9% interest cap, provided through private lenders such as banks and



# Student Services Information

savings and loan associations. Loan amount is based on student need. 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.

**Unsubsidized Stafford Bank Loans:** Variable rate loan with cap of 9% interest, provided by private lender. Interest accrues immediately and is payable 60 days after receipt of funds. Loan amount is based on student need. Principal is payable 6 months after graduation or termination of half-time status.

**PLUS Bank Loan:** Variable rate loans with a cap of 10% for the PLUS (Parent Loans for Undergraduate Students) loan, available through private lending institutions. Interest accrues immediately and repayment begins 60 days after receipt of funds.

**Federal Work Study:** Provides opportunities for part-time employment and is awarded on the basis of need and availability of employment opportunities.

## State Aid

**Cal Grants A and B:** Established to assist able and financially needy undergraduate students who are residents of California. Cal Grants range from \$600 to \$5,250 and are awarded on the basis of academic achievement and need.

## Pacific Oaks Scholarships

### Endowed Scholarships

#### **Driscoll Clevenger CSF Scholarship**

**Rose Engle Scholarship** For outstanding students with promise in the field of early childhood/special education.

**William Randolph Hearst Scholarship** For financially disadvantaged minority students who are single heads of household.

**Keck College Scholarship** For students enrolled fulltime at college.

#### **Pilario/Brown Scholarship**

#### **Sidney Stern Scholarship**

**Stauffer College Scholarship** Based on scholarship excellence. Awarded to students in top percentage of class.

#### **Wolman Scholarship**

### Named Scholarships (Unendowed)

#### **Arco Scholarship**

**First Interstate Scholarship** For students enrolled in early childhood teaching credential program and/or financially needy minority/underrepresented students.

**George Mayr Foundation Scholarship** For students who are residents of California who are deserving, needy and worthy of financial aid.

## Maynard Scholarship

**Minority Opportunity Fund** For minority student enrolled at the college

## Noyes Grant

**Pacific Oaks Endowment Scholarship** for students enrolled in the college. Award based on financial need.

**Pacific Oaks Career Incentive Grant** For students enrolled in specific programs or as part of specific cohort groups.

**Fullen Smith Foundation** For a minority student who is the first in her/his immediate family to attend a four-year college.

## Pacific Oaks Loan Programs

**Michael J. Connell Foundation Loan** To provide academic and advisement support for new college students.

**Norman Interest Free Loan** Based on need, qualifications and appropriate recommendations. Repayment will begin after student graduates or terminated full-time status. Monthly minimum payment will be 1% of total loan. Student has 10 years to repay loan.

## Pacific Oaks Interest-Free Loan

## Other Outside Sources

Students are encouraged to investigate outside sources of scholarship assistance in their community. Many civic, fraternal and services organizations such as Elks, Soroptimists, Kiwanis and Rotary clubs provide scholarships, as do churches and private corporations. The Financial Aid Office maintains a file of information about some community resources available to Pacific Oaks students.

## Application Process

The following forms are required:

1. Pacific Oaks Application for Financial Aid;
2. Federal Income Tax Verification (1040, 1040A or 1040EZ forms) and all schedules;
3. Financial Aid Transcripts from each school attended;
4. Submit the following 2 forms:
  - Free Federal Application for Financial Aid (FASFA)
  - Financial Aid form (FAF)

to:

College Scholarship Service  
Box 6367  
Princeton, N.J. 08541

# Student Services Information

All applicable forms must be submitted and admission to degree program confirmed before a determination of financial aid awards may be made. Students should allow 4-5 weeks for processing of the FASFA and FAF 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.

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 semester.

Students who receive financial aid will not be charged finance charges on outstanding balances covered by financial aid, provided that aid has been applied for and processed in a timely manner.

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

5 Westmoreland Place  
Pasadena, California 91103  
(818) 397-1350

*Students who do not qualify for Financial Aid* may still have access to the **Tuition Payment Contract with Pacific Oaks Business Office**: Payments of tuition monthly during the semester. Payment in full by end of semester.

## **LIBRARIES**

### **Andrew Norman Library, Westmoreland campus**

The Andrew Norman Library on the Westmoreland campus supports the degree programs of Pacific Oaks and independent faculty research. The in-depth

emphasis of the collection is in Early Childhood Education and Human Development as well as Marriage, Family and Child Counseling. The collection, which numbers 17,000 titles, reflects not only current research, but also includes a historical perspective of early childhood. The library subscribes to approximately 120 national and international journals in Education, Psychology and social sciences, 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 as well as valuable review resources. 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. Librarians also provide interlibrary loan services and on-line bibliographic searching. 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 (available in Business Office) to check out library materials. Students who are on a Leave of Absence may purchase a library guest card, which is good for one year. During the semester, library hours are Monday through Thursday, 8:30 a.m. to 7:30 p.m.; Friday, 8:30 a.m. to 4:30 p.m.; Saturday 10 a.m. to 4 p.m.; closed Sundays and holidays.

### **Children's Library, California campus**

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.

# Student Services Information

## ARCHIVES

The Marianne Wolman Archives is housed on the Westmoreland campus adjacent to the library. The main purpose of the archives is to preserve and make available primary source material pertaining to professionals who worked in the field of early childhood from the turn of the century onward. The archives also serves as a repository of documents relating to the history of Pacific Oaks College and Children's School. The Archives is open by appointment only and is available for use by researchers including faculty and students, by special permission.

Appointments may be made by contacting the head librarian or an archives volunteer at 818/397-1393.

## RESEARCH CENTER

Pacific Oaks' Research Center coordinates policy studies, applied research projects and community outreach programs. It provides research-related services to students including research opportunities, assistance with research methods, 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

## STUDENT RIGHTS & RESPONSIBILITIES

Each student is responsible for the following:

1. Read the catalog and schedule of classes. They contain all of the information needed to facilitate smooth planning. Questions are encouraged.
2. Register for classes as soon as the schedule is published.
3. Complete drops, additions, and changes of class by the published deadlines. Students who have registered for a class and don't attend will be administratively dropped from the class (see section on Administrative Drop, page 42).
4. Students must make an appointment to see their advisor who must sign all registration forms. Students unsure about who advises them should contact the Admissions Office.
5. Students on financial aid must apply for aid, finalize number of units for the semester, and sign their financial aid check in the business office by

the published deadlines in schedule, catalog, and other distributed announcements.

6. Payment of tuition and fees in full or development of a payment plan is required before first class session. Students who have made no financial arrangements will be asked to withdraw from class(es).
7. Payment/payment contracts must be met in a timely manner. If they are not met, in addition to being asked to withdraw from current class(es), students will be unable to obtain transcripts, diplomas, certificates, will be denied future payment plans. Students may incur legal fees and substantial finance charges.
8. It is each student's responsibility to follow up on understandings and agreements with the student services offices and faculty.
9. Students who believe they have followed directions, have met deadlines, and who still have a problem with one or more Student Services offices or instructors, should contact the Student Success Coordinator who will act as a facilitator in resolving the problem.
10. Keep copies of all transactions, records and receipts. These copies will verify transactions in the event a document has been misplaced or if there is a disagreement.
11. Students are responsible for checking their mailbox at regular intervals.
12. Change of name, address, or phone number must be submitted, in writing, to College Records. Name changes apply to permanent student files (but not their contents) and computer records; mentions of your previous name as it appears throughout your narrative evaluations, which are part of your official transcript record, are not changed.
13. Requests for a change of program must be submitted to the Admissions Office. Notification will be provided when it is approved.
14. It is the student's responsibility to check office hours **before** driving to Pacific Oaks. It is recommended that students call offices, faculty or the bookstore **before** driving to the campus.
15. Students are expected to park in designated areas. Please refer to the Student Handbook for additional information.
16. All Pacific Oaks College students are asked to be willing to engage actively in thinking, discussion, and change as 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 all be willing to risk growing and changing together, rather than clinging to old theories and practices simply because they are familiar and comfortable.
17. Pacific Oaks College's anti-bias commitment applies to all areas of discrimination, including those based on race, ethnicity, class, sexual orientation, gender, age, disability. Respect is

expected to be shown toward persons in all categories, both generally, and as individuals. It is each student's responsibility to approach interactions and diversity openly, and to act from one's centered, adult compassionate self.

## *Student Services Information*

### **CHILDREN IN THE CLASSROOM**

The Pacific Oaks mission statement reflects a commitment to meeting the needs of children and families. In keeping with our mission, we actively and knowingly recruit students who have family and other obligations. Given this, the administration, faculty and staff of the college understand that situations may arise where a student will need to bring an infant or young child to class. When such a situation arises, the student is asked to notify the instructor in advance, if possible, so that the presence of the child can be accommodated within the context of the classroom setting.

The personal care of the child (feeding, diapering, etc.) should be handled discreetly and in such a way as to not interfere with the ongoing work of the class. If, in the view of the instructor, the educational process of the class is being disrupted, the student may be asked to remove the child from the classroom. Students who have concerns about the policy and/or its implementation should discuss their concerns with the student and/or instructor involved. If the matter cannot be resolved at that level, the matter may be referred to the Dean of Student Services for review.

It is the College's hope that all adults at Pacific Oaks will grow in their appreciation of and tolerance for the presence of children in their environments, despite the complexity that children may produce in an academic setting. As students of human development, we expect that problems will occur; our aim is not to eliminate the problems, but to become skillful problem-solvers. The presence of differences (in age, culture, language, ability, lifestyle and values) in any group adds to its potential for conflict — and for the growth of all its members — and offers us experience in collegial conflict resolution.

### **PRIVACY RIGHTS**

Pacific Oaks College recognizes and conforms to the regulations set in accordance with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment). Students have access to their records, with the exception of those considered confidential under the Act. Students may view their records in the College Records Office during regular business hours. Files may not be removed from that office. Students may obtain copies of their records, except, again, those covered under the Act (i.e., copy of the academic record for which a financial "hold" exists; transcript of an original or source document existing elsewhere; confidential letters/recommendations associated with admission). A copying fee may be assessed.

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

Students may challenge the contents of their educational records on the grounds that they are inaccurate, misleading, or otherwise inappropriate, by discussing their problems informally with the Registrar. If student and Registrar agree, records will be amended. If agreement is not reached, a statement of challenge should be submitted in writing to the Academic Dean or Dean of Student Services, who will review the complaint and take necessary action.

At its discretion, the institution may provide Directory Information in accordance with the provision of the Act. Directory Information includes: student name, address, telephone number, date and place of birth, major field of study, units currently enrolled, dates of attendance, degrees and awards received, and previous educational agencies or institutions attended by the student. Requests for non-disclosure should be filed with College Records and are valid until inactivated by the student. Students may make written requests for non-disclosure of information at two levels: 1) Phone and address only, or 2) non-disclosure of any information (this level of confidentiality would result in a response to any inquiries about you that "Pacific Oaks has no information about that individual." You would need to provide a written release to anyone, including loan companies and employers, who might need verification of your status at Pacific Oaks.) It is Pacific Oaks' policy that failure on the part of any student to request withholding of Directory Information indicates individual approval for disclosure.

For a copy of the Family Educational Rights and Privacy Act contact: The Family Educational Rights and Privacy Office, Department of Education, Switzer Building, Washington, D.C. 20202

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# Student Services Information

## **STUDENT CONDUCT**

Students enrolled in the college are expected to conduct themselves in a manner compatible with the College's function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

Academic dishonesty (ie. cheating, forgery, plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work.

In most instances accusations are based on evidence which is not contested by the accused student. The incidents shall be resolved between the parties involved and a written report will be filed in the student's permanent folder so that any future incidents may be referred to the Academic Dean.

## **SEXUAL HARRASSMENT**

Pacific Oaks will not allow any form of sexual harrassment or any such conduct that has the purpose or effect of interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive study or work environment.

Such conduct, when experienced or observed, should be reported to the president's assistant who will work with the president in conducting an investigation. The privacy of the student or employee under investigation shall be respected at all times.

Any intentional sexual harrassment is considered to be a major violation of Pacific Oaks policy and will be dealt with accordingly by corrective counseling and/or suspension or termination, depending upon the severity of the violation.

It is the intent of Pacific Oaks to provide a study, academic and work environment free from verbal, physical and visual (signs, posters or documents) forms of sexual harrassment. All students and employees are asked to be sensitive to the individual rights of other members of the college community.

## **APPEAL PROCEDURE**

A student may appeal a staff, faculty, or administrative decision **in writing**. Informal efforts to resolve the matter should be undertaken first. These should include (1) meeting with the party with whom you disagree and (2) discussing the situation with the Student Success Coordinator. If informal processes do not resolve the situation, the following formal steps should be taken.

1. The student asks the advisor to be an advocate for the student, and presents a written statement of reason for appeal to the advocate. If the appeal is regarding a decision made by the advisor, the student should find a substitute advocate (Dean of Student Services, Coordinator of Student Success, another faculty member). The advocate intercedes on behalf of the student.

2. If the appeal does not lead to a satisfactory solution, the written appeal is to be directed to the Faculty Appeals Committee (via the Office of the Academic Dean). The Committee will convene to review the student's appeal. The student will be notified in writing of the time and place, and will be invited to attend, along with any witnesses that might be relevant, and verbally state his/her case. The Committee takes the appeal under advisement, reaches a decision, and communicates that decision to the student.

3. If the Faculty Review Committee's decision is unacceptable, the student may appeal to the Academic Dean in writing. The Dean will gather an Appeal Review Board to include the student's advocate, and one faculty member chosen by the student and the Dean. This body will hear the student's appeal and supporting evidence. Again, the student may bring a supporting witness. The Appeal Review Board takes the appeal under advisement and recommends a decision. The Dean communicates the decision, in writing, to the student. The Appeal Review Board's decision is final.

## **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. All conversations regarding chemical dependency will be confidential.

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# *Student Services Information*

An alcohol and chemical dependency treatment referral list is available from the MFCC Director. Pacific Oaks College offers, as part of its MFCC program, a weekend workshop on chemical dependency. The workshop is open to all members of the Pacific Oaks community.

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.

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# College Policies

## **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, DC 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 requirement:

1. Thesis Development (HD 277, Part A and/or B and/or C)

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

## **COURSE PETITION PROCESS**

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

1. Communication for Empowerment (HD 231)  
Outreach students follow a slightly different process. Please ask your advisor for details.
2. The second Children's School Practicum
3. 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.

## **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 affectively with the course material?
- 3) Was the student skilled in written communication?

- 4) How did the student participate in the dialogue process and in class discussions?
- 5) What is the student's ability to implement the course material in her/his own classroom or job?
- 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 Academic Dean's Office with required 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 May Complete enables a student who has completed a substantial amount of work for a course to satisfy the remaining requirements for passing that course within a specific time and according to specific requirements determined by the course instructor. Students have up to one month prior to the end of the semester following the term in which a May Complete was given (until the end of either April or November) in order to submit any written work required to satisfy the completion of the course. If the May Complete requirements are not satisfied by the end of the semester following the term in which the MC was assigned, a grade of Permanent Incomplete will be given. (See May Complete Policy on page 42.)

### **Permanent Incomplete (I)**

Students will receive a Permanent Incomplete when: they have received a May Complete and the contract period has elapsed without successful completion of the contracted work; or the instructor determines that a May Complete is not warranted. In both 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.

### **LEAVE OF ABSENCE**

Request for Leave of Absence forms are to be filled out by students and are available in the Schedule of Classes 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 or letter of notification is returned to College Records.

### **TRANSCRIPT REQUESTS**

A transcript of College work costs \$10.00 per copy. Please allow five-ten working days for processing a college transcript request. An emergency college transcript may be requested for a \$20.00 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  
Pasadena, CA 91103

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



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# College Policies

**Note:** Transcripts will not be issued to students who have an outstanding balance on their account or who owe Library fees.

## **ADD-DROP POLICY**

Courses may be added within seven (7) days after the first class session without penalty. Courses added after the second week of classes must have the instructor's approval.

Requests to change a course from College credit to Extension or Audit (or vice versa) must be submitted within seven (7) days of the beginning of the term.

Courses may be dropped at any point during the term. Please refer to the Tuition Refund Schedule for information regarding any possible refund of tuition and fees.

## **LATE TRANSACTION POLICY**

Beginning seven (7) days after the start of a weekday/ weekend class, students wishing to drop or add a class will be charged a \$25.00 fee for each transaction.

## **PROGRAM/SPECIALIZATION CHANGE**

Students wishing to add, drop or change their degree program and/or specialization, must complete a change of program form in the Admissions Office and pay a change of program fee. One fee is charged per date of transaction.

## **ELIGIBILITY FOR REGISTRATION & COMMENCEMENT**

It is the policy of Pacific Oaks College and Children's School that no student is eligible to register or participate in commencement until any and all outstanding balances owed to the institution from a previous semester have been paid in full. The Business Office must also verify that payment in full has been received. **This policy does not exclude students on payment plans.** Students on payment plans can only register after their last payment is made to and noted by the Business Office. Payment plans should be completed by November 30th for the Fall semester and April 30th for the Spring semester. Since fees are paid in full at registration for the Summer semester and Intensives, this allows payment plan students to register on May 1st for the Summer and Fall, and December 1st for the Spring. **There are no exceptions to this policy.**

## **USE OF INTENSIVES FOR DEGREE PROGRAMS**

Students may use up to nine (9) units of Intensive work toward their degree. Student wishing to apply more than nine units of college work through Intensives must submit a written request to her/his advisor. The advisor will make a decision based upon the student's performance in other courses.

## **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.

## **MAY COMPLETE POLICY**

A May Complete is only available to students who have completed a substantial amount of work required for a particular course. Instructors are responsible for notifying students that a May Complete is being awarded. Faculty will discuss remaining course requirements with the student involved and agree upon the criteria for satisfactory completion of the course. A written contract will then be issued, setting out the conditions for successfully completing the course. Faculty are responsible for making arrangements with other instructors in those cases where repeating the course is a component of the May Complete contract. Evaluations for May Completes are submitted, following the same time line for courses conducted during the term in which the MC is completed.

If written work is required to complete the course, this must be submitted to the course instructor at least one month prior to the end of the semester following the one in which the May Complete is given [i.e., the end of April (for Fall/January classes) or November (for Spring/Summer/August courses)]. Instructors may set an earlier deadline if they wish. Students who fail to meet the conditions of the May Complete contract will automatically receive a Permanent Incomplete.

Students with six or more units of May Complete may not register for the following term until those courses have been completed.

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## Tuition & Fees

### Tuition

Tuition for Fall 1995 is: \$435 per unit

### Student Activity Fee

All students enrolling in spring, summer or fall will be charged a Student Activity Fee of \$30. This fee covers computer use at the research center, orientation, outreach, student support, student council and commencement activities. Non-matriculating students are exempt from this fee.

### 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

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### 1995-96 TUITION & FEES

Tuition (per unit).....	\$435
Application fee for readmission if not registered for each semester or on leave of absence (absent 5+ years) ....	\$55
Re-entry fee .....	\$30
Late transaction fee (per transaction) .....	\$25
Student activity fee (per semester) .....	\$30
Petition waiver fee .....	\$30
Interlibrary loan transaction fee .....	\$1
Library card (guest) per year .....	\$25
Library card (student - on Leave of Absence) per year .....	\$15
Prospective student's transcript evaluation (applicable to application fee) .....	\$25
Application fee for non-matriculating students .....	\$30
Student teaching fee: per unit (for directed teaching) .....	\$40
Assessment of experience (ABLE student — 1 unit course fee) .....	\$435
per unit (upper division — M.A. and B.A. ABLE) .....	\$75
Note: M.A. ABLE students must assess 30 upper division competency units .....	\$2200
Materials fee (per class) .....	\$15-50
Change of Program fee .....	\$10
Extension credit for College course (per unit) .....	\$105

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# Tuition & Fees

## Graduation Fees

B.A. ....	\$40
M.A. ....	\$65
Multiple Subject Credential - Preliminary .....	\$40
Multiple Subject Credential - Professional Clear .....	\$40
Special Education Credential .....	\$40
Late application for Graduation .....	\$40
Personal copy of thesis (optional) .....	\$20

## Transcript Fees

P.O. Transcript .....	\$10
P.O. Emergency Transcript (one day service) .....	\$20
Other Schools/each (credential students only, when sent for licensing purposes) .....	\$10

## Credential Fees

Credential Application .....	\$70
Certificate of Clearance (includes): .....	\$88.50
• Application processing fee (\$32.50)	
• Fingerprint processing through:	
California Department of Justice (\$32)	
FBI (\$24)	
NTE/MSAT exam score processing .....	\$30
Duplicate of lost document .....	\$30
U.S. Constitution .....	\$30
Health Education Competence	
A. Alcohol & Substance Abuse .....	\$30
B. Nutrition .....	\$30
A.V. Competence .....	\$20
Computer Competence .....	\$30
CPR Training .....	\$35
Curriculum Development Competence (excluding Reading and Language Arts) .....	\$30

## Business Office Fees

Late Payment Fee .....	\$10
Charge for returned checks .....	\$20
Finance charge (per month on unpaid balances and on payment plans) .....	1 1/2%

## Placement Center (Contact Teacher Education Office)

setting up placement file .....	\$30
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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 whose account is past due may be refused registration privileges until the account is settled. Transcripts and diplomas will not be released until all bills have been paid or satisfactory arrangements for payment have been made with the Business Office.

# Course Descriptions

## EDUCATION

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

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

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

This course offers 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 to serve a diverse population. Drawing on the works of Ashton-Warner, Paulo Freire, Frank

Smith, Donald Graves, and others, the course explores 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. Special emphasis is placed on working with bilingual students and students with limited English proficiency. 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

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

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

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# Course Descriptions

## Ed 242 Teaching as Performing Art 3 units

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

Student teachers work in a public elementary school kindergarten classroom for a placement of approximately 300 hours. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and implementation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent-teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Full admission to a credential program.

## Ed 253 Directed Teaching: Primary 4 units

Student teachers work in grades 1, 2 or 3 at a public elementary school for a placement of approximately 300 hours. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and implementation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent-teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete

various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Full admission to a credential program.

## Ed 254 Directed Teaching: Upper Elementary 4 units

Student teachers work in grades 4, 5, or 6 at a public elementary school for a placement of approximately 300 hours. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and implementation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent-teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Full 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 for 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.

# Course Descriptions

## Ed 435 **Technology in the Classroom** 3 units

A comprehensive technology course for educators which introduces teachers to the applications of computers in education settings and fulfills the California Computer Education requirement for the Professional Clear Credential. Hands-on training and instruction include work on computers and CD-ROMs, educational software, computer issues, and use of computers in the classroom.

## **HUMAN DEVELOPMENT**

### HD 099 **Writing for the Information Age** 0 units

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

Not available for degree credit.

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

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

### 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.

### *Prerequisites for HD 201:*

1. All of the following:
    - a. M.A. or post baccalaureate student
    - b. Knowledge of Erik Erikson's theory and other psychosocial theories
    - c. Knowledge of cognitive theories
    - d. Ability to observe and interpret data
    - e. Ability to reflect on one's own and others' life development and process *or*
  2. M.A. or post-baccalaureate student, and previous completion of HD 200.
- NOT OPEN TO B.A. STUDENTS.

### HD 213 **Evaluating Environments & Planning for Change** 3 units

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

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.

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# Course Descriptions

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

This course will review the major psychotherapeutic approaches in marriage, family and child counseling. There will be a focus on interpersonal theories, family systems theories, and feminist theory and how each informs work with individuals, couples, families, and children. The course will present an inclusive framework, so that students develop competency working with bicultural populations.

## **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.

This course meets the requirements for the California MFCC license.

## **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 Communication for Empowerment** 3 units

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

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# Course Descriptions

## **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 through Extension only)

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 through Extension only)

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 nutri-

tional 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

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

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

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

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

This course is designed to meet the requirement for the California MFCC license.

## **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.



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# Course Descriptions

## 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** 2 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.

This course provides training requirement for the California MFCC license.

## HD 254 **Authentic Infant-Competent Child** 2-3 units

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

## HD 262 **Research Seminar** 1 unit

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

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

## 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-IV 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.

This course provides training requirement for the California MFCC license.

# Course Descriptions

## **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.

This course provides training requirement for the California MFCC license.

## **HD 273 Education for Critical Consciousness** 3 units

Paulo Freire taught adults in Brazil; Sylvia Ashton Warner taught children in New Zealand. Both taught oppressed populations and believed that people learn through what they are passionate about. Their work will be read and discussed along with that of other theorists who have similar beliefs about such issues as moral development, relationships and literacy/curriculum.

## **HD 274 Theories & Applications of Psychological Testing** 2 units

This class considers the strategies and procedures involved in making decisions about people in a multicultural 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 develop and refine their thesis topic while developing an understanding of the elements of both a formal proposal and thesis, including literature review, methodology and data analysis.

## **HD 277B Thesis Development** 1 unit

Students will continue development of their methodology while having the opportunity to initiate literature searches, provide and obtain feedback on their methodology and instruments. Students must be able to produce a draft of a proposal to complete this section of the course successfully.

*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. Students must present a draft proposal for review to complete this section.

This course may not be audited.

*Prerequisite:* HD 277A, or waiver.

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

The class focuses on two levels of learning within a diverse 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 two to twelve (2-12) years of age.

The class is comprised of art experiences in nine media: collage, assemblage, drawing, painting with water color, tempera and fabric dyes, simple book construction and paper sculpture, ceramics and glazing, mask making, mobiles and stabiles. Students explore ways to integrate these experiences into the classroom. Discussions of children's art development and art education are included in the course. Students attend and review one museum or gallery exhibit.

Students enrolled in Art Studio Practicum HD 442 take HD 281 for 0 units.

Course may be repeated for credit up to a maximum of 6 units.

## **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.

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## Course Descriptions

### 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.

This course meets the requirement for the California MFCC license.

### HD 396 Contemporary Urban Adolescents

3 units

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

### 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 in a Diverse World

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.

### Zero to Three Seminar

4 units

This seminar is designed to provide an opportunity for students enrolled in Infant/Toddler, Two Year Yard and Boat Yard/Child Care Practica to discuss relevant issues. The seminar will explore the relationship between theory and practice in programs for children under three years of age, examine developmental issues, teacher/caregiver roles and the relationship between group care and families. Students will explore and practice techniques for the observation and recording of behavior, examine environments for young children and play, implement and evaluate developmentally appropriate experiences for infants, toddlers and twos. Students will also explore team teaching, examine program issues and consider the social and political contexts of group care. May be repeated for credit up to a maximum of 12 units.

### 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, 3-5 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.

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## Course Descriptions

### 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 464 **Community as a Context for Development** 3 units

Children develop as unique individuals in the context of complex communities. Growth and identity are influenced by the social dynamics and interactions of the diverse families and cultural institutions in which children live. This class focuses on theoretical and practical aspects of building, reflecting, and including "community" in early childhood and primary classrooms. Students will be expected to create strategies which use the child's community to enhance learning and build a sense of belonging. This class will explore community-building as an avenue to examine and promote cultural competence and advocacy for children.

### HD 465 **Reflective Teaching Seminar** 3-4 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 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.

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## Faculty

**Bruce Cowan**

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**Ardella Dailey**

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

**Don Davis**

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**Jan DeFord**

M.A., Tennessee Technological University. B.A., Tennessee Technological University.

**Kathleen Dent**

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

**Joan Engman**

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**Kathleen Evans**

M.A., Pacific Oaks, Human Development.

**Robert Fitch**

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**Maria Franco-Morse**

M.A., California State University, Hayward, Counseling. B.A., University of California, Berkeley, Social Welfare.

**Shana Frazin**

M.A., Pacific Oaks College, Multiple Subject Teaching Credential. B.A., University of California, Los Angeles.

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M.A., California State University, Los Angeles, Education. B.A., California State University, Los Angeles, Multicultural Education.

**Magda Gerber**

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

**Patricia Gray**

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**Levon Jernazian**

Ph.D., Institute of Psychology, Tbilisi, Georgia. M.A., State Institute of Education, Yerevan, Armenia.

**Katie Johnson**

M.A., Lesley College, Writing. B.A., Vassar College, English, Russian, Greek.

**Elizabeth Kaiama**

M.A., California State University, Los Angeles, Counseling, Community College option. B.A., California State University, Los Angeles, Rehabilitation Counseling, Adult Basic Education Teaching and Community College Instructor, Basic Skills and Special Education.

**Judith Magee**

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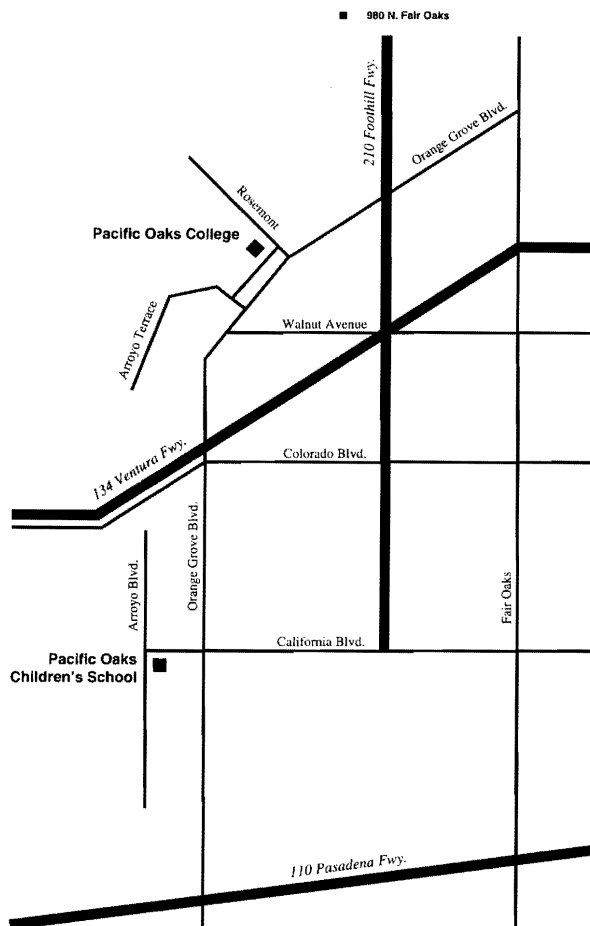
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**Chele Marmet**

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**Frederick Martone**

Ph.D., California Graduate Institute at Los Angeles, Clinical/Professional Psychology. M.A., Duquesne University, Clinical Psychology. M.A., California State University at Long Beach, Psychology.



### **Pacific Oaks College**

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

### **Pacific Oaks Children's School**

714 W. California Blvd.  
Pasadena, CA 91105

### **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.