

PACIFIC OAKS COLLEGE

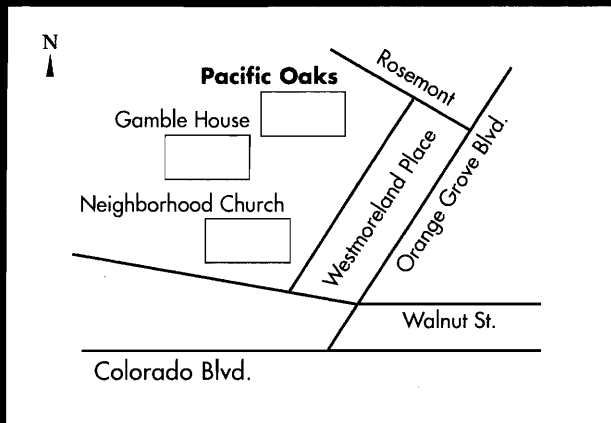
1996 - 1997

VALUE THE CHILD



PACIFIC OAKS

College • Children's School • Research Center



PACIFIC OAKS

College • Children's School • Research Center

5 Westmoreland Place
PASADENA, CA 91103

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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*

Greetings!


Our recent celebration of the 50th anniversary reconnected us to the enduring values underlying the Pacific Oaks experience. In 1945 the Quakers who founded Pacific Oaks, called those values the "basic testimonies:" community, equality, simplicity and harmony (non-violence).

As you explore possibilities within this catalogue for your own personal growth, career enhancement, intellectual enrichment and skills development, please remember that our courses and programs have all grown in the soil and light of these values.

Pacific Oaks recognizes that fostering the "basic testimonies" is as important now as it has ever been. We look to you, our future graduates, to make them live in the world!

Pacific Oaks alumni impact the lives of children through the vision of their leadership in immeasurable ways. We are here to help you activate your capacity for leadership and realize the full measure of your personal and professional vision.

Sincerely,



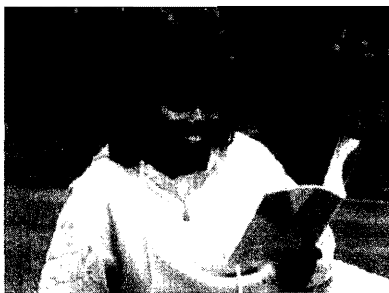
Katherine Gabel, Ph.D., J.D.
President

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"What first attracted me to Pacific Oaks was the non-traditional education. I really appreciate the closeness and the small group settings. I feel like I'm a person here and not a number. But, best of all, Pacific Oaks values my life experiences. They took into account all the knowledge and skills I had developed and acquired in my life, and gave me credits for them through the ABLE Program."

Tonita Fernandez



*Tonita Fernandez,
student, Masters Degree
Program in Human
Development (ABLE)*

Pacific Oaks is accredited by the Western Association of Schools and Colleges. As a Quaker-founded institution, Pacific Oaks has traditionally sought in its student body: diversity in age and in racial, ethnic, economic, and social background. Our policies in admission and other areas are non-discriminatory regarding race, gender, religion, ethnicity, physical ability, sexual orientation, or 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 a B.A. and M.A. in Human Development. In addition, it offers a Teacher Education program leading to Washington State certification endorsements in Elementary K-8 and Early Childhood (P-3) Education.

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 N.E., Salem, OR 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 or (800) 684-0900 to obtain a schedule or other admissions information.

Pacific Oaks, located on two campuses in Pasadena, California, and Seattle, Washington, is a unique educational institution offering upper division and graduate-level college programs in human development, counseling, and teaching credentials, a children's school serving infants through primary age children and their parents, and a research center supporting applied research in early childhood education.

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 well as 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, Preschool, Kindergarten, Primary, Child Care, and After-School 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:

Community and Continuing Education
5 Westmoreland Place
Pasadena, CA 91103
(818) 397-1362

OVERVIEW OF PROGRAMS

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

The 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. Field experience or practicum in the Pacific Oaks Children's

Our Children's School is teaching our youngsters to be peacemakers, conflict resolvers and decision-makers. They are our future — a well-informed responsible, concerned citizenry.

Our students at the College are learning to take their place as highly effective teachers, administrators and counselors — leaders in their field.

And, our Research Center is addressing and eventually resolving critical issues affecting children and families everywhere.

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 Admission By Life Experience admissions option at the B.A. level offers students an opportunity to document, through presentations and papers, up to 30 units based on their learning from life experiences.

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

The Admission By Life Experience option at the M.A. level 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 option to do a specialization in the M.A. program is also available. The specializations are: Child Care; Art Education; Bicultural Development; Developmental Education; Early Childhood Education; Lactation Consultant; Work with Infants and Toddlers; Leadership in Education and Human Services: Administration/Supervision, College Teaching/Teaching Adults, and Parent/Community Work.

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) and CLAD Certification.

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 three beautiful, tree-shaded sites in the heart of historic Pasadena. The craftsman-style bungalows of these 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.

Pacific Oaks Northwest, located in Seattle, Washington, offers classes leading to the B.A. and M.A. in Human Development, as well as the Washington State Teaching Certificate. (Not all B.A. and M.A. specializations are offered at this site.) Weekend classes are offered in Seattle and Portland, Oregon. Seattle also offers week-long intensive classes in July.

Pacific Oaks also offers academic programs in Northern California. Students may earn a B.A. or M.A. in Human Development on weekends in the Fall and Spring terms. Week-long intensive classes are offered in late June. (Not all B.A. and M.A. specializations are available at this site).

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 Seattle.

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.

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 regarding choice of classes when enrolling. The criteria to consider are listed on page 6 for B.A. students and page 10 for M.A. students.

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 B.A. degree program, and for admission to B.A. and M.A. degree programs through the Admission By Life Experience (ABLE) option 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.

3. Social Science A minimum of nine semester units including required courses in Introductory Psychology and either Introductory Sociology or Cultural Anthropology. *Additional courses may include:* 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 transferable 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 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.

Options for Earning Additional Transferable Units

Applicants who meet all 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.

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

Transcript evaluations are available for a fee of \$25 (which is applicable toward the \$55 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. and M.A. degrees. 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 Community and Continuing Education Department Office at (818) 397-1362 for more information (also see page 22).

■ 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

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

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

1. For students working or planning to work with children, HD 400 and one of the following field work options are required. (Note: Teacher Education students should see advisor for particular program requirements.)

a. Two practica in Pacific Oaks Children's programs or in an approved off-site location. Students choosing on- or off-site practica enroll in the appropriate developmental practicum seminar. Students, with the approval of their advisor, may choose two on-site practica, two off-site practica or one of each.

OR

b. One on- or off-site practicum and a second child-focused course with an observation/field component. (5 hours

minimum) Select from these courses or consult with your advisor.

HD 218 Cognitive Development: How Children Learn
HD 239 The Child with Special Needs
HD 246 Play in Childhood
HD 281 Children, Painting, and Clay
HD 396 Contemporary Urban Adolescence
HD 420 Art of Observation
HD 467 Foundations in Art Education
HD 474 Intervention Models in Early Childhood

OR

c. For full-time practicing, experienced teachers of young children in lead teacher or master teacher positions:

HD 465 Reflective Teaching (a two-semester course)

OR

d. For highly experienced teachers of young children whose experience includes supervision of the work of other adults in children's programs:

Two courses meeting the criteria in item b.
Consent of advisor is required.

OR

e. For Distance students, an additional option is available: Completion of full practicum sequence in a community college associate degree program. See advisor for Practicum Substitution Petition.

2. For students not working or planning to work in programs serving children directly, all three of the following courses may be substituted for field work with children. Consent of advisor is required.

HD 200 Early Childhood Themes &
Life Cycles Issues

HD 400 Working With Children in a Diverse World

HD 420 Art of Observation or, with consent
of advisor,

HD 246 Play in Childhood

■ ADMISSION BY LIFE/WORK EXPERIENCE: B.A. IN HUMAN DEVELOPMENT

To be considered for admission by life/work experience, a student must:

1. Have completed 60 semester units of college credit, including general education requirements, and completion of high school or GED,
2. be 30 years of age or older,
3. have 3-5 years of professional-level work in a human service position,
4. have the ability to conceptualize about



Karen Neubert, Artist-in-Residence at the Children's School and faculty member in charge of the Art Education Specialization, pictured above at the Art Studio located on the Pasadena campus.

their experience and communicate this conceptualization.

Students are admitted provisionally by interview. 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 in 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 to the B.A. admission. (This requires consent of the ABLE program coordinator and a change of program filed with the Admissions office.)

Students admitted to the B.A. degree program through the ABLE option may demonstrate competency (DC) equivalent to a maximum of 30 DC units through the assessment process. Documentation requires written and oral analysis of one's work or other life experience.

The documented units are recorded on the transcript with appropriate titles and are paid for at the current assessment tuition rate. Units must be paid for at the completion of the Assessment of Experience class and before enrolling for the following semester.

B.A. students admitted through the ABLE option may accumulate a maximum of 90 transfer and documented competency units. The student is required to complete 34 units of regular Pacific Oaks course work, including all B.A. degree requirements listed on page 6. HD 298, Assessment of Experience counts as 1 unit towards the B.A.

It is recommended that students take only HD 298, Assessment of Experience, in their first semester whenever possible. Assessment of Experience counts as 1 unit toward the B.A. Students applying for financial aid may not be eligible for aid their first semester. Financial aid will be granted for regular classes, including the Assessment class, but not for payment of the documented units in the Assessment class. Please consult your advisor and financial aid counselor if you are applying for financial aid.

B.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the B.A. degree: Art Education, Child Care, Developmental Education, Early Childhood Education, Lactation Consultant, and Work with Infants and Toddlers. Students

may specialize in more than one area. Each specialization has its own specific requirements which are outlined below. Other courses may be added with approval of the advisor.

Art Education (Applications for this specialization will be considered only after admission to a degree program.) This specialization is designed for teachers who wish to concentrate on the language of art. The graduate will be able to teach art to students, design, and implement culturally diverse developmental curriculum, and transmit the essential spirit of art as a living form. An arts background is required.

Admission Requirements for Specialization:

- Admission to Pacific Oaks College and degree program
- Written application
- Comprehensive written description of arts background
- Submission of artwork portfolio
- Demonstration of a short art activity with children
- Interview with advisor

Course requirements, completion of:

- Practicum at Children's School or equivalent experience with young children, 1 semester
- HD 281 Children, Painting, and Clay (may be repeated for credit, with consent of instructor)
- HD 442 Art Studio Practicum (2-8 units, 2 semesters)
- HD 449 Women in Art
- Studio Art Experience

Study in at least two of these four disciplines to be documented by transcript and portfolio:

- | | |
|-------------|----------------|
| 1. Drawing | 3. Sculpture |
| 2. Painting | 4. Printmaking |

Acceptance requirement to be determined by faculty chair.

A graduate exhibition is required. (Note: Space in this program is extremely limited. This program is available in Pasadena only.)

Specialization Advisor: Karen Neubert, M.F.A., Artist-in-Residence

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

All students in this specialization are required to complete two field work experiences in a child care setting. Students may choose practicum in the child care program in the Children's School at Pacific Oaks or an off-site practicum in an approved site.

The following are required for the child care specialization:

1. Two field work experiences in approved child care settings. Documentation of appropriate experience in child care may be accepted for one of the field work experiences with the advisor's approval.
2. At least two of the following courses:
 - HD 218 Cognitive Development: How Children Learn
 - HD 240 Models & Methods of Parent Involvement
 - HD 246 Play in Childhood
 - HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Children
 - HD 281 Children, Painting, and Clay
 - HD 460 Seminars in Bicultural Development & Education
 - HD 464 Community as a Context for Development
 - HD 474 Intervention Models in Early Childhood Education

Advisor: Deborah Owens, M.S. (Note: This specialization is available in Pasadena only.)

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
2. At least two of the following classes:
 - HD 218 Cognitive Development: How Children Learn
 - HD 240 Models & Methods of Parent Involvement
 - HD 246 Play in Childhood
 - 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 369 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 474 Intervention Models in Early Childhood Education

Other courses may be selected with approval of your advisor.

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

Advisor & Fieldwork Supervisor:
Cheryl Greer Jarman, 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
2. At least two of the following classes:
 - HD 218 Cognitive Development: How Children Learn
 - 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 331 Team Building for Early Childhood Educators & Parents
 - 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 474 Intervention Models in Early Childhood Education

Other courses may be selected with approval of your advisor.

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

Advisor & Fieldwork Supervisor: Cheryl Greer Jarman, M.A.; ReGen Booze, M.A.

Lactation Consultant Pacific Oaks will give 10 units of credit for advanced work completed at the Lactation Institute toward a 34-unit specialization for the B.A. in Human Development.

Degree applicants should indicate their intent to complete this specialization. Courses at Pacific Oaks and Lactation Institute may be taken concurrently, but the degree credit for the Institute program will be recorded by Pacific Oaks only at its completion on the basis of a competency review evaluation sent by the Institute to Pacific Oaks.

For information on the Institute's program, contact:

The Lactation Institute
16430 Ventura Blvd., Suite 303
Encino, CA 91436
(818) 995 1913

Basic requirements are:

- HD 200 Early Childhood Themes & Life Cycle Issues
- HD 231 Communication for Empowerment
- HD 262 Research Seminar
- HD 282 Social & Political Contexts of Human Development
- HD 340 Leadership in Education or

completed unless they change to the regular B.A. program. This requires consent of the ABLE Coordinator and a Change of Program filed with the Admissions Office.

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 admitted to the M.A. program through the ABLE option 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. 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 a student admitted through ABLE 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.

Students follow curriculum requirements for the M.A. degrees, program, and specializations in which they are enrolled.

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.

Art Education

(Applications for this specialization will be considered only after admission to a degree program.)

This specialization is designed for teachers who wish to concentrate on the language of art. The graduate will be able to teach, design and implement culturally diverse developmental curriculum, and transmit the essential spirit of art as a living form.

Applicants for the specialization will:

1. hold a B.A. degree,
2. submit a written description of art background, and portfolio,
3. have completed one semester Children's School practicum or classroom teacher-training, and
4. have an interview with the specialization advisor.

Art Education Course requirements:

HD 200 Early Childhood Themes & Life Cycle Issues or
 HD 201 Advanced Studies in Human Development
 HD 282 Social & Political Contexts of Human Development or
 HD 360 Advanced Studies in Diversity & Anti-Bias Issues
 HD 231 Communication for Empowerment
 HD 281 Children, Painting, and Clay
 HD 400 Working with Children in a Diverse World or
 HD 401 Working with Adults or
 HD 450 Ecology of Working with Children
 HD 442 Children's Art Studio Seminar (2 semesters)
 HD 466 Women in Art
 HD 467 Foundations in Art Education
 HD 468 Graduate Seminar in Art Education
 Art Electives

Graduation Exhibition required.

There will be a written contract signed by the student and program advisor that itemizes the courses, practica and thesis work to be fulfilled, and a schedule for completion. A copy of the contract will be included in the student's academic file.

Advisor: Karen Neubert, M.F.A., Artist-in-Residence

Bicultural Development Demographers are predicting that by the year 2000 much larger segments of the country's population will be people of color. Already many of the nation's major urban centers such as Los Angeles,

San Francisco, Chicago, Miami, and New York have school districts where the population of bicultural children comprise over 75 percent of the students enrolled. In light of this rapid shift in demographics, institutions must move toward meeting these changing needs. In an effort to address this phenomenon, the Bicultural Development specialization has been designed to specifically prepare teachers, social service providers, and Marriage, Family and Child counselors with the necessary skills and training to effectively serve bicultural children and their families.

The Pacific Oaks philosophy of bicultural development incorporates a perspective that views children of color in the United States, regardless of the specific racial and ethnic orientation, as sharing a commonality of experience. The commonality of experience focuses on the fact that children of color are: 1) raised simultaneously in two distinct cultural systems which are often in conflict, and 2) subject to a different set of socioeconomic realities than those of mainstream children. As a result, these factors play a major role in the development of bicultural children and therefore must be understood by those who work in bicultural community settings.

Bicultural Development Course requirements:

- HD 200 Early Childhood Themes & Life Cycle Issues or
- HD 201 Advance Studies in Human Development
- HD 220 Sociolinguistics: Issues of Language & Culture
- HD 231 Communication for Empowerment
- HD 282 Social & Political Contexts of Human Development or
- HD 360 Advanced Studies in Diversity & Anti-Bias
- HD 285 Development of Bicultural Children
- HD 410 Developmental Education or
- HD 415 Emergent Curriculum or
- HD 340 Leadership in Education or
- HD 450 Ecology of Working with Children
- HD 427 Working with Bicultural Children
- OPTIONAL:
- HD 460 Seminars in Bicultural Development

Advisors: Renatta Cooper, M.A. (Pasadena); Sharon Cronin, Ph.D. (Northwest)

Note: This specialization is not available in Northern California.

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 may be a practicum in the Pacific Oaks child care program. The second may be completed in another appropriate child care setting. Basic requirements are:

1. At least two courses 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: How Children Learn
- 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

2. Two field work experiences in a child care setting. This may include on- and/or off-site practica. Documentation of experience may be substituted for one of these with advisor's approval.

Advisor: Deborah Owens, M.S. *Note:* This specialization is available in Pasadena only.

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: How Children Learn
- HD 240 Models & Methods of Parent Involvement
- HD 246 Play in Childhood
- 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 453 Administration/Supervision: Observation
- HD 464 Community as a Context for Development
- HD 474 Intervention Models in Early Childhood Education

3. 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 an option. 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.

Advisor & Fieldwork Supervisor:
Cheryl Greer Jarman, 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: How Children Learn
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
HD 467 Foundations in Art Education
3. 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 an option. 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 student elects not to enroll in practica to meet this requirement, comparable experience in a developmentally-oriented program for children must be documented.

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

Lactation Consultant Pacific Oaks will give 10 units of credit for advanced work completed at the Lactation Institute toward a 34-unit specialization for the M.A. in Human Development. Degree applicants should indicate their intent to complete this specialization. Courses at Pacific Oaks and Lactation Institute may be taken concurrently, but the degree credit for the Institute program will be recorded by Pacific Oaks only at its completion on the basis of a competency review evaluation sent by the Institute to Pacific Oaks.

For information on the Institute's program, contact:

The Lactation Institute
16430 Ventura Blvd., Suite 303
Encino, CA 91436
(818) 995-1913

Basic requirements are:

- HD 200 Early Childhood Themes & Life Cycle Issues or
- HD 201 Advanced Studies in Human Development
- HD 231 Communication for Empowerment
- HD 262 Research Seminar
- HD 282 Social & Political Contexts of Human Development or
- HD 360 Advance Studies in Diversity & Anti-Bias Issues
- HD 401 Working with Adults or
- HD 340 Leadership in Education
- Infant-Toddler-Parent Practicum Elective
- Lactation Consultant Program: Lactation Institute*
(*Credit verified by competency review*)
- HD 277A Thesis Development (with Marmet/Shell)
- HD 277B,C Thesis Development

*Lactation students admitted prior to 1996 registered for this work under Pacific Oaks course titles. For course titles and descriptions, see Pacific Oaks' catalog for 1995 or earlier.

Advisors: Ellen Shell, M.A., and
Chele Marmet, 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). Students may choose one or more areas in which to sub-specialize. Basic requirements are:

1. HD 401 Working with Adults, or
HD 340 Leadership in Education
2. For each area of sub-specialization, at least one of the following classes:
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 474 Intervention Models in Early Childhood Education

For other possible options, consult advisor.

3. Field work appropriate to the sub-specializations listed below:
1. Administration/Supervision
HD 453 Administration/Supervision:

- Field Work (1-3 units) and
 HD 453 Administration/Supervision:
 Observation (1-2 units)
2. College Teaching/Teaching Adults
 HD 454 College Teaching/Teaching
 Adults: Fieldwork (1-3 units) and
 HD 454 College Teaching/Teaching
 Adults: Observation (1-2 units)
3. Parent/Community Work
 HD 456 Parent/Community Work:
 Field Work (1-3 units) and
 HD 456 Parent/Community Work:
 Observation (1-2 units)

Field work 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 field work 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 (Distance Learning);
 Betty Jones (College Teaching/Teaching Adults);
 Deborah Owens (Administration/Supervision).

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 and 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 specialization are:

1. Two practica* (6-8 units)
 Parent/Infant/Toddler Center and/or
 Saturday Infant/Toddler Program
 Off-Campus Practicum

*Journals for practica must be kept with program advisor.

2. Classes:
 HD 240 Models & Methods of Parent Involvement
 HD 254 Authentic Infant-Competent Child
 HD 474 Intervention Models in Early Childhood
 Education

Advisor: Renatta Cooper, M.A. Note: This specialization is available in Pasadena only.

■ M.A. IN MARRIAGE, FAMILY AND CHILD COUNSELING (MFCC)

The field of mental health is changing and the future will provide increased opportunities for therapists who can respond to the multiple needs of families and communities. The Marriage, Family, Child Counseling program offers a multi-disciplinary, inclusive curriculum based on developmental, psychosocial and family systems theories. There is an emphasis on integrating the intrapersonal, interpersonal, family, and institutional issues to provide a holistic approach to understanding the theory and practice of marriage, family and child therapy.

The program at Pacific Oaks is designed to develop counselors with a strong clinical/community framework (focus) to practice therapy using a collaborative model that is respectful of the client's values and life experiences. Students are required to critically examine their own attitudes, beliefs, and values to become clinically skilled, culturally competent therapists.

Admissions A Bachelor's degree from an accredited institution or eligibility for admission to M.A. degree through ABLE option is required for admission to the Master's in MFCC program. As part of the admissions process, an admissions interview must be scheduled with a MFCC faculty advisor. Students are provisionally admitted to the program with a review for full admission following the completion of 18 units. Students are expected to meet with their advisor each semester to review their progress and select courses for the next semester.

Program Requirements Prior to registering for classes each semester, students are required to meet with their advisor to identify the appropriate courses to take, to receive information regarding changes in the BBS requirements, and to review their progress. The MFCC program includes the following components:

1. Pacific Oaks core competency requirements. Students must complete competencies in:
 - Understanding of developmental theories
 - Understanding and valuing diversity
 - Ability to implement theories and empower others
 - Ability to communicate with others in a connective way
 - Ability to collect, process, and evaluate data through research
2. After completing 18 units (from courses listed below), each student will obtain recommendations from two faculty members, one of whom must be an MFCC full College



"One of the ongoing challenges for the MFCC faculty is in developing a training program which is relevant and culturally responsive for professionals who will have the ominous responsibility of working with children, adolescents and families in the 90's."

Ruth Kupers, Director and faculty,
 Marriage, Family and Child Counseling
 Program

faculty (or MFCC adjunct faculty with approval from advisor) and one who must be a full college faculty. After the recommendations have been submitted, the student will meet with her/his advisor to review overall performance in the program. After successful completion of this interview, the student will be fully admitted.

Course List

HD 200 Early Childhood Themes & Life Cycles Issues or
 HD 201 Advanced Studies in Human Development
 HD 231 Communication for Empowerment or
 HD 232 Communication Skills & Individual Dynamics
 HD 282 Social & Political Contexts of Human Development or
 HD 360 Advanced Studies in Diversity
 HD 400 Working with Children or
 HD 401 Working with Adults or
 HD 450 Ecology of Working with Children

AND AT LEAST TWO OF THE FOLLOWING REQUIRED MFCC

CLINICAL COURSES:

HDX 505 Introduction to Counseling Skills
 HD 221 Theories of MFCC
 HD 235 Cross Cultural Mores & Values
 HD 267 Psychopathology
 HD 269 Personality Theories & Clinical Intervention
 HD 326 Therapy with Children
 HD 470 Clinical Theories of Child Development

The written recommendations will include an evaluation of the student in the following areas:

- Ability to listen objectively
- Ability to empathize with others
- Ability to separate own issues from those of others
- Responsiveness to feedback
- Openness to new ideas and situations
- Demonstration of understanding and application of diversity from an anti-bias perspective

3. If the student does not meet the requirements for full admission after completing a minimum of 18 units, the advisor and Program Director may counsel the student to change to the M.A. in Human Development program.

4. Completion of the Board of Behavioral Sciences (BBS) requirements (Business & Professions Code Sections 4980.37, 4980.40 (a) through (d), and 4980.41 (a)(d)(e).)

These include:

- A. Pacific Oaks course work totaling 48 semester units, including:
 1. No less than 12 semester units of course work in the areas of marriage, family, and child counseling, and marital and family systems approaches to treatment.
 2. No less than 6 semester units of supervised clinical practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
 - a. Students are eligible for a clinical placement after they have completed 18 units and are fully admitted.

b. The clinical placement must be at one of the following sites:

1. a government entity
2. a school, college or university
3. a nonprofit or charitable corporation
4. a licensed health facility (as defined by Sections 1250, 1250.2, 1250.3 of the Health & Safety Code)

c. A Memorandum of Agreement between the placement and Pacific Oaks must be completed before the placement will be approved.

d. It is recommended that students plan on working between 10-20 hours per week for a minimum of nine months to one year.

e. Students must collect 150 hours of direct client contact while enrolled in the practicum seminar.

B. A minimum of seven hours of training or course work in child abuse assessment and reporting.

C. A minimum of ten hours of training or course work in human sexuality.

D. Students must complete course work in spousal or partner abuse assessment, detection and intervention. This requirement applies to applicants who enter the program on or after January 1, 1996.

E. Master's Thesis

Clinical Placement Protocol This protocol has been developed to facilitate the process of selecting a clinical placement that is consistent with the standards of the Pacific Oaks MFCC program. The placement sites meet the BBS regulations and PO criteria for an appropriate clinical experience.

The clinical training experience is a vital part of your professional development that requires a firm commitment to the agency site/program. The application and selection process is important and should be approached with a professional attitude in a timely manner.

The protocol has been designed to ensure this process and address the individual needs of each student. Each student will be expected to follow these procedures.

Eligibility for Clinical Placement is based on the following criteria:

1. Students must be fully admitted to the MFCC program.
2. Students must have successfully completed the Introduction to Counseling Skills course.

Students will begin the application and selection process in the Spring semester and complete the process by June to begin the practicum class in the Fall.

Therapy for Students The MFCC department *strongly encourages* the students in the master's program to be in their own personal therapy

while in the graduate program. To facilitate this process, the MFCC department has a referral list of carefully selected psychotherapists interested in working with our students at a lower fee. These therapists are from throughout the greater Los Angeles area. MFCC students are advised to contact their advisor or the clinical coordinator for referral.

Intern Registration Upon completion of the M.A. degree in Marriage, Family and Child Counseling, students apply to the BBS for an intern registration number. The intern registration packet can be obtained from the MFCC office or by writing to the BBS at:

Board of Behavioral Sciences
1021 O Street
Sacramento, CA 95814

There are periodic changes in the BBS regulations. Students are required to meet with their faculty advisor each semester to keep informed of these changes.

Post Masters Training In Clinical Child Development (Community and Continuing Education) 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 an 18-21 unit program and is offered as continuing education through Community and Continuing Education. 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:

HDX 254 Authentic Infant-Competent Child	3 units
HDX 239 Clinical Practicum Seminar	3 units
HDX 285 Development of Bicultural Children	3 units
HDX 288 Developmental Assessment & Program Planning	3 units

SpEdX 239 The Child with Special Needs 3 units

If a 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 the director, MFCC Program.

TEACHER EDUCATION/CREDENTIAL PROGRAMS

The California 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, as a B.A. student using the ABLE option, 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
HD 231 Communication for Empowerment
HD 282 Social & Political Contexts of Human Development
HD 400 Working with Children

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

- HD 201 Advanced Studies in Human Development (M.A. only) — option for HD 200
- HD 310 Conflict Resolution and Mediation, or
- HD 232 Communication Skills and Individual Dynamics-options for HD 231



"I came to Pacific Oaks to get my elementary teaching credential and

I'm finding that every day, as a parent, I apply the knowledge gained in my classes."

Ellen Tweed, student, Teacher Education/Credential Program

- HD 360 Advanced Studies in Diversity and Anti-Bias Issues (MA only) — option for HD 282
- HD 450 Ecology of Working with Children (M.A. only) — option for HD 400

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

■ **Teacher Education Courses**

- HD 218 Cognitive Development:
How Children Learn
 - Ed 220 Introduction to Curriculum
Development: Science
 - Ed 221 Curriculum Development:
Mathematics
 - Ed 222 Curriculum Development:
Reading/Language Arts
 - Ed 223 Curriculum Workshop: Social Studies
& Integrated Arts or
 - Ed 242 Teaching as Performing Art
- Pacific Oaks Practica* (8 units total)*
- (includes required seminar):
 - Child Care (pre-school age) or
 - Two Year Yard or
 - Preschool or
 - Preschool/Pre-Kindergarten
 - Kindergarten or
 - Open Classroom: Primary, or
 - Open Classroom: Kindergarten/Primary or
 - Child Care (School Age)
 - Reflective Teaching (with prior approval
 - of advisor)

Public School Practica (8 units total):*

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

*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 Multiple Subjects Assessment for Teachers (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 MSAT in the Core Battery General Knowledge Test (English, Social Studies, Literature, Fine Arts, Science and Math).

CBEST and 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.

Crosscultural Language and Academic Development (CLAD) Emphasis This emphasis requires all of the MSTC coursework and

prerequisites plus:

HD 220 Sociolinguistics: Issues of Language & Culture

Bicultural Crosscultural Language and Academic Development (BCLAD) Emphasis This emphasis requires all of the MSTC coursework and prerequisites plus:

ED 228 Curriculum Development: Bilingual
Instructional Methods

BCLAD course requirements at Pacific Oaks also require six units of college coursework in the identified language of Spanish or its equivalency. Please see the Teacher Education Office for more information.

A practicum/field work experience in a bicultural/crosscultural setting is also a requirement of this emphasis.

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

Total Units Must Equal 24

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

Special Education Credential Program This program offers students three options: Learning Handicapped, Severely Handicapped, and the Resource Specialist Certificate. These credentials can be earned simultaneously with work toward the Professional Clear Credential. See Director for information about new Special Education Credential structure.

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

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

- HD 200 Early Childhood Themes & Life Cycle Issues or
- HD 201 Advanced Studies in Human Development
- HD 231 Communication for Empowerment or
- HD 232 Communication Skills & Individual Dynamics
- HD 282 Social & Political Contexts of Human Development or
- HD 360 Advanced Studies in Diversity & Anti-Bias Issues
- HD 400 Working with Children in a Diverse World or
- HD 450 Ecology of Working with Children Practicum in Pacific Oaks Children's School
- SpEd 239 The Child with Special Needs
- HD 240 Models & Methods of Parent Involvement
- HD 288* Developmental Assessment & Program Planning
- SpEd 243 Instructing Children with Special Needs: Learning Handicapped
- SpEd 244 Instructing Children with Special Needs: Severely Handicapped
- HD 218* Cognitive Development: How Children Learn
- HD 246* Play in Childhood
- SpEd 257 Directed Teaching: Learning Handicapped
- SpEd 258 Directed Teaching: Severely Handicapped

*Students earning both specialist credentials register for four units.

Specialization in Children with Developmental Challenges (M.A., Special Education).

Contact: Virginia Kennedy (818) 397-1353.

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
- SpEd 430 Resource Specialist Seminar and Fieldwork II
- HD 401 Working With Adults or
- HD 340 Leadership in Education

■ 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 through any Pacific Oaks Distance Learning Option.

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 1997-98 or 1998-99. Included are the following:

Specializations 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: Director, MFCC (818) 397-1327 (for MFCC) and Director, Teacher Education (818) 397-1331.

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

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 last week of January 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. Field experience 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.

The B.A. and M.A. courses of study, generally, may be completed by attending weekends only, except for field experience and student teaching.

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

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

- Art Education
- 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., Credentials, M.A. in Human Development, and some M.A. specializations may be completed by primarily attending summers. 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

DISTANCE LEARNING

For students outside the Los Angeles metropolitan area, Pacific Oaks offers classes through:

- Pacific Oaks Northwest (branch campus)
- Pacific Oaks Northern California
- Pacific Oaks On-Line
- Independent Study

Pacific Oaks distance programs are designed primarily for M.A. students. However, B.A. students may find that the programs meet 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.

In the Northwest and Northern California, classes are offered on weekends in Fall, Winter and Spring, and as one-week intensives in June and July. On-line classes are offered in 10-week sessions in Fall and Spring.

Distance students must take 3 to 9 units on the Pasadena campus, depending on their program. Professional courses for Marriage, Family & Child Counseling and for California Teacher Certification are offered only in

Pasadena. Pacific Oaks NW offers Washington Teacher Certification. Courses may vary by location; not all specializations are offered at all locations.

PACIFIC OAKS NORTHWEST

Pacific Oaks' branch campus in the Seattle area offers classes toward the M.A. and B.A. in Human Development and a 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 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 Northwest classes with Pasadena classes and/or with independent study.

Northwest Human Development Program Director:

Barbara Daniels
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 the Portland area 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

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 at the Northwest branch campus, in Pasadena, or in other distance learning locations.

Northwest Teacher Education Program Director:

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

Pacific Oaks Northwest Faculty:

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

PACIFIC OAKS NORTHERN CALIFORNIA

Classes are offered in the Bay Area on weekends during the academic year and as June 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 44 of this catalog). Of the 30 units required for the M.A., 21 may be taken in Northern California.

Most students are enrolled part-time and extend their program over several years. However, it is possible to accelerate the program by combining Northern California classes with classes in Pasadena, Northwest, and/or on-line.

Northern California Coordinator:

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

PACIFIC OAKS ON-LINE

Computer-mediated instruction is available to Pacific Oaks students at any distance. Students living more than 100 miles from Pacific Oaks have priority in on-line classes. Students must have access to a computer with a modem; orientation to on-line learning precedes classes. Seven classes are offered in Fall and Spring terms.



Why is Pacific Oaks unique?

Because we offer:

- small class sizes
- evening and weekend classes
- life/work experience credits
- individualized faculty attention
- a beautiful, serene campus, and
- a chance to earn your degree in a field where you can really make a difference.

INDEPENDENT STUDY

Independent study by mail may be individually arranged by distance students. Highly self-directed, fluent writers may complete up to 12 units in independent study with permission of advisor. Approach classes (core degree requirements) may not be done as Independent Study.

PLANNING AT A DISTANCE

Pacific Oaks' alternate time frames and locations enable students at any 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). (See page 44 for sequence of approach classes offered during Intensives). Pasadena has a six-week Summer session. On-line classes are scheduled in Fall and Spring for 10 weeks, and students log on at any time of day or night. A minimum of six units on campus (three of which must be in Pasadena) is included in any degree program.

Distance Learning Coordinator:

Betty Jones,
Pacific Oaks College
5 Westmoreland Place,
Pasadena, CA 91103
(818) 397-1320 or (800) 613-0300

COOPERATIVE PROGRAMS

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.

Lactation Institute Pacific Oaks degree credit based on competency review is available to students completing the Lactation Institute's Lactation Consultant Program. See "Lactation Consultant" under B.A. and M.A. Specializations on pages 9 and 14.

COMMUNITY AND CONTINUING EDUCATION

(Formerly Extension) Community and Continuing Education (formerly 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 C.C.E. can be applied toward the general education requirement for admission to the college. C.C.E. classes do not substitute for the last

30 units for the B.A., which must be taken in Pacific Oaks College classes, nor do they give credit toward the Pacific Oaks M.A.

Community and Continuing Education 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 convenient locations.

Courses offered include: child development and curriculum to meet academic requirements under 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 Community and Continuing Education Department.

Open Enrollment 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 non-matriculating 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 C.C.E. Department.

C.C.E. 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.

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 Community and Continuing Education Department at (818) 397-1332. For information about C.C.E. Programs contact:

Ellen Biasin, Director
Community and Continuing Education
5 Westmoreland Place,
Pasadena, CA 91103
(818) 397-1362 ■

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**For Human Development Degrees and Credential Programs**

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 15
- for Summer Session, August Intensives or Fall Semester – March 15

For MFCC Program Application deadline:

- for Fall Semester: July 15, with interviews held July 22-31
- for Spring Semester: December 13, with interviews held January 2-17

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.

CHANGE OF ADVISOR

Students may request a change of advisor when they are unable to resolve communication problems with their current advisor. Students must make an effort to resolve any issues before requesting a change. A student may ask the Department Head or the Student Success Coordinator to assist in this process, if they choose. Change of Advisor request forms are available from the Admissions Office or your current advisor. The form must be completed by the student and signed by the current advisor. Forms should be submitted to the Department Head. If the request is granted, the Department Head will assign a new advisor and inform the appropriate parties.

Students who request a program or specialization change will be assigned a new advisor through the Admissions Office. (See: Change of Degree, Program, or Specialization.)

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.

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.

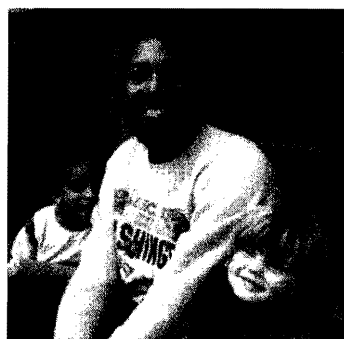
Note: Aid covers regular college courses only. It is not available for Extension courses or for units documented through the ABLE Assessment Process.

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.



"At Pacific Oaks, I have the opportunity to study under faculty who are experts in their profession. They've worked in the field and teach us real-life skills. And my fieldwork component at the Children's School has given me great hands-on experience."

Rick Dolsey, student, B.A. in Human Development (ABLE)

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. Awards range from \$250 to \$2,300 per academic year.

Supplemental Education Grant Program (SEOG)

Grant program for undergraduate students with exceptionally high financial need with maximum of \$3,000/undergraduates and \$5,000/graduates. Awards range from \$100 to \$1,000 per academic year. (Priority given to Pell Grant recipients.)

Perkins Student Loans 5% long-term repayment program available to students with exceptional need with maximum of \$3,000/undergraduates and \$5,000/graduates. 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 savings and loan associations. Loan amount is based on student need with a maximum of \$5,500/undergraduates and \$8,500/graduates. Note: Repayment of Stafford Loans does not begin until 6 months after a student graduates, drops below 1/2-time status, or leaves school.

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 with maximum of \$5,000/undergraduates and \$10,000/graduates. Note: Repayment of Stafford Loans does not begin until 6 months after a student graduates, drops below 1/2-time, or leaves school.

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. Note: 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. Students can earn up to \$8/hour. These jobs assist in reducing the amount a student may need to borrow, as well as defray living expenses. Awards range from \$500 to \$3,000 per academic year.

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 \$500 to \$5,250 and are awarded on the basis of academic achievement and need.

Pacific Oaks Scholarships Based on a combination of need and merit, awards range from \$250 to \$2,000 per academic year. Students are encouraged to complete the application process by the priority deadline of March 15. Award recipients must maintain a minimum of 6 units per semester.

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 terminates 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)
- CSS Financial Aid Profile

to:

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

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 6-8 weeks for processing of the FASFA and CSS profile 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 May Complete or 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 Department with proof of completion of incompletes. No students receiving incompletes in more than two courses will be eligible for aid until these courses are cleared by the instructor and the student provides the Financial Aid Department with appropriate documentation.

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 or (800) 353-1350

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 Place

Site The Andrew Norman Library on the Westmoreland campus supports the degree programs of Pacific Oaks and independent faculty research. The in-depth emphases of the collection are in early childhood education and curriculum development, human development, family systems and therapy, and child care. Materials are purchased which reflect our commitment to examine issues of racism, sexism, homophobia, ability, etc. These books, videos, and audiotapes are meant to supplement the college curriculum at the undergraduate through research levels. The collection, which numbers over 17,000 titles, reflects not only current research, but also includes a historical perspective of early childhood.

There are many special collections housed in the Andrew Normal 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.

In addition, the library subscribes to approximately 120 periodicals and indices in early education, adult education, human development, family therapy, and the related social sciences. We have access to hundreds of other periodical titles through our online database services. In 1996, we are planning to add CD-ROM sources to the library, which will greatly enhance the collection.

The library also houses a growing collection of audiovisual materials and equipment. Books and other materials for required and recommended course-related reading are made available through the "reserve" section of the library.

Acquisitions for the collection are made based on faculty and student recommendations as well as valuable review sources. Users are encouraged to offer suggestions.

As part of its services the library offers formal bibliographic instruction as a required component of one of the core courses. Bibliographic instruction is also available through a number of the other courses offered at the discretion of the instructor. The librarians also provide assistance in specialized research and other reference services. Interlibrary loan services and on-line database searches are available through the library as well.

It is necessary to have a current Student I.D. card (available in Business Office) to check out library materials. Students who are on an official Leave of Absence may purchase a library guest card, which is good for one year. During the semester, library hours are Mondays through Thursdays, 8:30 a.m. to 7:30 p.m.; Fridays, 8:30 a.m. to 4:30 p.m.; Saturdays 10 a.m. to 4 p.m.; closed Sundays and holidays.

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

ARCHIVES

The Marianne Wolman Archives is housed at the Westmoreland Place site 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 at (818) 397-1354 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 at 65 S. Grand Avenue. 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
65 S. Grand Avenue
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 33).
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 or 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 to College Records in writing with supporting

documents (court order, drivers license, or other form of positive identification). 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 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 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.

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

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 and may be grounds for dismissal. 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 Personnel Manager 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. (See Student Handbook for additional information.)

APPEAL PROCEDURE

A student may appeal a staff, faculty, or administrative decision in writing. Informal efforts to resolve the matter must 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 student may appeal, in writing within 14 calendar days, to the Faculty Appeals Committee (via the office of the Academic Dean). The written appeal should outline the steps taken to date, the extent and nature of conversations with the person with whom the student disagrees and what outcome the student is seeking. The Faculty Appeals Committee is composed of three people: a faculty member nominated by the student, a faculty

member nominated by the person with whom the student disagrees, and Betty Jones, Chair of the Faculty Appeals Committee. (If the disagreement is with Betty Jones, another person acceptable to both the student and the other party will be appointed chair.) The Committee will convene to review the student's appeal. The student will be notified, in writing, of the time and place of the meeting and will be invited to attend. The student may bring any witnesses that might be relevant and will verbally present her/his case to the committee. The committee takes the appeal under advisement, reaches a decision and communicates that decision to the student, in writing, within 10 calendar days of the meeting.

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.

SPECIAL ASSISTANCE FOR CHEMICAL DEPENDENCY

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This is in response to national research showing that drug use and alcohol abuse are high among the traditional college age population.

We offer information and options regarding alcoholism and drug addiction to those who 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 kept confidential.

An alcohol and chemical dependency treatment referral list is available in the office of the MFCC Program Director. In addition, the 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. Students may enroll for either extension or college credit. See the Schedule of Classes for fees.

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

An individual who is determined to be impaired or who becomes impaired (impaired

meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) 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 circumstance. Use, possession, transfer, or sale of any substance on College property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities.

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 will regularly review the terms of this policy to:

- A. Determine its effectiveness;
- B. Implement changes, as needed, and
- C. Ensure that sanctions are consistently reinforced.

TUITION

Tuition for Fall 1996 is: \$455 per unit

STUDENT SERVICES FEE

All students enrolling in Spring, Summer or Fall will be charged a Student Service Fee of \$30. This fee covers such services as computer use at the research center, orientation, outreach, Student Success, 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

1996-97 TUITION & FEES

Tuition (per unit)	\$455
Application fee for readmission if not registered for each semester or on leave of absence (absent 5+ years)	\$55
Re-entry fee	\$30
Late registration fee	\$25
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	\$35

Library card (student - on Leave of Absence)	per year \$10
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)	\$455
per unit (upper division — M.A. and B.A. ABLE)	\$80
Note: M.A. ABLE students must assess 30 upper division competency units	\$2400
Materials fee (per class)	\$15-50
Change of Program fee	\$10
Extension credit for College course (per unit)	\$110

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, payable to Library)	\$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):	\$91
■ Application processing fee (\$35)	
■ 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	\$30
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 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.

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.

Petition processes currently exist for the following requirements:

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 Subjects 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) Requirement satisfied 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 33.*)

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. The completed Leave of Absence form or letter of notification is returned to 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, including payment of the application fee.

TRANSCRIPT REQUESTS

A transcript of College work costs \$10 per copy. Please allow five-ten working days for processing a college transcript request. An emergency college transcript may be requested for a \$20 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 C.C.E. (Extension) transcripts should be addressed to:

Community and Continuing Education
Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

All requests should include the following information: Name(s) while in attendance at Pacific

Oaks; signature of student; social security number; date of birth; complete address of where transcript should be sent; course completed; and dates of attendance, if known. A Community and Continuing Education transcript costs \$5 per copy.

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 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; however, permission of a Dean is required after the third class meeting. 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 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.

VETERANS POLICIES

This institution will conduct an evaluation of the veteran's or eligible person's previous education and training, grant appropriate credit, shorten the veteran's or eligible person's duration of the course proportionately and notify the Veteran's Administration and student accordingly.

A veteran or eligible person who obtains a grade point deficiency below an overall "B" average and accumulates more than 6 units of "May Complete" or "Incomplete" will have her/his veteran's benefits terminated. A veteran or eligible person may not register for additional courses until such time as the "MC"s and/or "I"s have been removed.



EDUCATION

ED 220 3 UNITS
ELEMENTARY CURRICULUM
WORKSHOP: INTRODUCTION TO
DEVELOPMENTAL CURRICULUM
& SCIENCE

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: How Children Learn or equivalent course work in theories of cognitive development.

ED 221 3 UNITS
CURRICULUM DEVELOPMENT:
MATHEMATICS

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: How Children Learn 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 3 UNITS
CURRICULUM DEVELOPMENT:
READING & LANGUAGE ARTS

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: How Children Learn 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 3 UNITS
CURRICULUM DEVELOPMENT:
SOCIAL STUDIES & INTEGRATED
ARTS

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: How Children Learn or equivalent course work in theories of cognitive development, and HD 282, Social & Political Contexts of Human Development, or HD 360, Advanced Studies in Diversity (or equivalent course work in anti-bias and bicultural issues), and Ed 220, Elementary Curriculum Workshop: Introduction to Developmental Curriculum & Science (may be taken concurrently).

Current work with children in elementary school settings is strongly recommended.

ED 228 3 UNITS
CURRICULUM DEVELOPMENT:
BILINGUAL INSTRUCTIONAL
METHODS

This course is designed to provide framework for instruction of children whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for young learners growing up in a bilingual world. This course meets the requirements for BCLAD Certification.

ED 242 3 UNITS
TEACHING AS PERFORMING ART
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 4 UNITS
DIRECTED TEACHING:
KINDERGARTEN

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 4 UNITS
DIRECTED TEACHING: PRIMARY

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 4 UNITS
DIRECTED TEACHING: UPPER
ELEMENTARY

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 1-3 UNITS
INDEPENDENT STUDY

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 435 3 UNITS
TECHNOLOGY IN THE CLASSROOM

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 com-

puters and CD-ROMs, educational software, computer issues, and use of computers in the classroom.

HUMAN DEVELOPMENT

HD 099 0 UNITS
WRITING FOR THE INFORMATION
AGE

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 3 UNITS
EARLY CHILDHOOD THEMES &
LIFE CYCLE ISSUES

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 3 UNITS
ADVANCED STUDIES IN HUMAN
DEVELOPMENT

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 3 UNITS
EVALUATING ENVIRONMENTS & PLANNING FOR CHANGE

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 3 UNITS
COGNITIVE DEVELOPMENT: HOW CHILDREN LEARN

An active investigation of the implications of cognitive developmental theory for early childhood education and the elementary classroom. Objectives of the course include: 1) acquisition of understanding of basic constructivist theories, primarily those of Piaget and Vygotsky; 2) exploration of the cultural and developmental perspectives of cognitive theory; and 3) application of theory to the diverse educational needs of children. Emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment, and the curriculum.

HD 220 3 UNITS
SOCIOLINGUISTICS: ISSUES OF LANGUAGE & CULTURE

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

HD 221 3 UNITS
THEORIES OF MARRIAGE, FAMILY & CHILD COUNSELING

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 3 UNITS
MFCC PRACTICUM I

This course is developmental in its approach and combines supervision issues that arise in clinical placement with the issues addressed in class. The primary focus is on the examination of psychotherapeutic techniques and the development of clinical skills for intake evaluation, assessment, treatment and diagnosis. Special emphasis is placed on the treatment of individuals, children, couples, and families.

Included in this course is an ongoing discussion of transference issues, spousal abuse assessment/treatment, crisis and suicide evaluation, and the termination process. Critical to this course is an understanding of the impact of social, racial, cultural or gender issues in therapy and its implication for cross-cultural understanding in treatment.

HD 225 2 UNITS
PROFESSIONAL ETHICS & THE LAW

The course reviews the following areas:

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. Spousal or partner abuse, detection, and intervention;

4. The current legal patterns and trends in the mental health profession;

5. The psychotherapist/patient privilege, confidentiality, including issues related to a patient being dangerous to self or others and the treatment of minors with and without parental consent;

6. 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 3 UNITS
MFCC PRACTICUM II

This course is developmental in its approach and combines supervision issues that arise in clinical placement with the issues addressed in class. The primary focus is on the examination of psychotherapeutic techniques and the development of clinical skills for intake evaluation, assessment, treatment, and diagnosis. Special emphasis is placed on the treatment of individuals, children, couples, and families.

Included in this course is an ongoing discussion of transference and countertransference issues, spousal abuse assessment/treatment, crisis and suicide evaluation and the termination process. Critical to this course is an understanding of the impact of social, racial, cultural, or gender issues in therapy and its implication for cross-cultural understanding in treatment.

HD 231 3 UNITS
COMMUNICATION FOR EMPOWERMENT

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.

HD 232 3 UNITS
COMMUNICATION SKILLS & INDIVIDUAL DYNAMICS

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 235 3 UNITS
CROSS-CULTURAL MORES & VALUES: SOCIO/CULTURAL ENVIRONMENTS

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 3 UNITS
HUMAN SEXUALITY & SEXISM

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 3 UNITS
MODELS & METHODS OF PARENT INVOLVEMENT

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

HD 246 3 UNITS
PLAY IN CHILDHOOD

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 250 3 UNITS
DEVELOPING ANTI-BIAS CURRICULUM: TEACHING OUR VALUES TO CHILDREN

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 1 UNIT
CHILD ABUSE ASSESSMENT & REPORTING

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 2-3 UNITS
AUTHENTIC INFANT-COMPETENT CHILD

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.



"Pacific Oaks worked with me to meet my needs and my schedule. I really appreciate the individual attention."

Kerri Barnett, student, B.A. in Human Development and Teacher Education/Credential Program

**HD 262 1 UNIT
RESEARCH SEMINAR**

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 3 UNITS
PSYCHOPATHOLOGY**

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.

**HD 269 3 UNITS
PERSONALITY THEORIES &
CLINICAL INTERVENTION**

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 3 UNITS
EDUCATION FOR CRITICAL
CONSCIOUSNESS**

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 2 UNITS
THEORIES & APPLICATIONS OF
PSYCHOLOGICAL TESTING**

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

Meets MFCC requirements in conjunction with HD 262, Research Seminar.

**HD 277A 1 UNIT
THESIS DEVELOPMENT**

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 1 UNIT
THESIS DEVELOPMENT**

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 1 UNIT
THESIS DEVELOPMENT**

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 3 UNITS
CHILDREN, PAINTING & CLAY**

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 stables. 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.

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

**HD 282 3 UNITS
SOCIAL & POLITICAL CONTEXTS OF
HUMAN DEVELOPMENT**

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

**HD 285 3 UNITS
DEVELOPMENT OF BICULTURAL
CHILDREN**

This course will specifically focus on a framework of bicultural development as it compares with monocultural developmental theories. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children will be explored. Culture and cognition, bilingualism,

the biculturalization process, and cultural psychological dynamics as they relate to personality and development and identity formation will be examined. An overview of the current literature in the field will also be discussed.

HD 288 3 UNITS DEVELOPMENTAL ASSESSMENT & PROGRAM PLANNING

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

HD 292 1-3 UNITS INDEPENDENT STUDY

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

HD 298 1 UNIT ASSESSMENT OF EXPERIENCE

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

Prerequisite: Provisional admission to B.A. or M.A. program through ABLE option.

HD 299 1-3 UNITS THESIS/MASTER'S PROJECT

Required registration for all students completing a thesis or project in the semester the thesis is completed. Registration is also required for all students working on a thesis or project, who are NOT currently enrolled in HD 277. Three units are required for the first registration in HD 299 and

one unit per semester thereafter until the thesis/project is submitted.

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

HD 308 3 UNITS WOMEN IN ADMINISTRATION

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

HD 310 3 UNITS CONFLICT RESOLUTION & MEDIATION

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

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

HD 323 3 UNITS GROUP THERAPY

The What, Where, When, Why, Who and How of working with groups as a counseling modality. An examination of group practice with individuals, families, teens and tots. A look at the wide range of populations and problems for which group work has

become a therapy of choice. The course will begin to answer the question of how one can become a safe, secure, and successful group practitioner.

HD 326 3 UNITS THERAPY WITH CHILDREN

The course will provide an overview of the knowledge base and an introduction to the clinical skills of child therapy. The public and private mental health systems, levels of care, range of child therapy settings, and barriers to access will be discussed. An understanding of migration, "minority" status, class, cross cultural and intracultural variations in normative child and family functioning will be integrated with the development of child evaluation and treatment skills.

Multiple theoretical perspectives of child therapy will be considered. The major childhood disorders will be reviewed and applied to specific case material. The range of modalities utilized in child therapy will be explored with special emphasis on the use of play therapy. Clinical assessment and treatment of the child in socio-cultural context will be the focus of practice skills development. Clinical issues in child therapy with special populations, (e.g. homeless, sexually abused, disaster survivors, et al.,) will be presented.

HD 331 3 UNITS TEAM BUILDING FOR EARLY CHILDHOOD EDUCATORS & PARENTS

Designed for administrators, teachers, staff, and parents to create an effective team which values working together with mutual respect. Among the issues addressed will be: 1) including parents as members of the team working for the growth and support of the children; 2) developing clear communication, written and oral, formal and informal and 3) exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. Questions will include: What can you do from where you are? What is your responsibility when you are caught in the middle of a problem? How can you deal with issues that are not clear? How can you enable people to deal directly with others? This is an equivalent class for HD 240, Models & Methods of Parent Involvement, with permission of advisor.

HD 337 3 UNITS
PLAY, LANGUAGE & LITERACY DEVELOPMENT

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

HD 340 3 UNITS
LEADERSHIP IN EDUCATION

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

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

HD 360 3 UNITS
ADVANCED STUDIES IN DIVERSITY & ANTI-BIAS ISSUES

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

Prerequisites for HD 360:

1. All of the following:
 - a. M.A. or post-baccalaureate student
 - b. Experience working on issues regarding sexism, racism, classism, and disability
 - c. Demonstrated commitment to social justice
 - d. Understanding of the dynamics of institutional and individual bases and use of power or
2. M.A. or post-baccalaureate student and previous completion of HD 282.

NOT AVAILABLE TO B.A. STUDENTS.

HD 374 1 UNIT
ALCOHOLISM & CHEMICAL DEPENDENCY

(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 3 UNITS
CONTEMPORARY URBAN ADOLESCENTS

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 1 UNIT
PRACTICUM ASSESSMENT

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 3 UNITS
WORKING WITH CHILDREN IN A DIVERSE WORLD

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 3 UNITS
WORKING WITH ADULTS

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

HD 410 3 UNITS
DEVELOPMENTAL EDUCATION

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

Equivalent class for HD 400 Working with Children.

HD 415 3 UNITS
EMERGENT CURRICULUM: AN INTERACTIVE PROCESS

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

Equivalent class for HD 400, Working with Children.

HD 420 3 UNITS
THE ART OF OBSERVATION

Observation is a basic teaching and assessment tool in early childhood education and a necessary skill in the field of counseling. When you observe a child: What do you see? What do you look for and why? How do you interpret what you are seeing? How do you translate what you have observed into

goals for intervention? Participants will observe children and adults, share and evaluate frameworks for observation, and get feedback on observational skills.

HD 427 3 UNITS
WORKING WITH BICULTURAL CHILDREN

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

Meets concurrently with HD 416, Practicum: Bicultural Development.

HD 440 3 UNITS
ADMINISTRATION OF CHILD CARE FACILITIES

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

HD 442 4 UNITS
CHILDREN'S ART STUDIO SEMINAR

Students work directly with children ages two to nine years in the Children's Art Studio, supervised by resident artist; learn age-appropriate art curriculum using various media; and apply skills and knowledge in directed teaching. Also included will be the art of preparing and hanging exhibitions, ceramic kiln firing, documenting and cataloging children's art for the Pacific Oaks Permanent Collection. Written documentation and regular attendance at seminars are required. Enrollment is limited. Consent of instructor required.

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

HD 450 3 UNITS
ECOLOGY OF WORKING WITH CHILDREN

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

NOT AVAILABLE TO B.A. STUDENTS.

Prerequisites for HD 450:

1. All of the following:
 - a. M.A. or post-baccalaureate student
 - b. Knowledge of appropriate developmental practice with children or adults
 - c. Understanding of power issues in work with children and/or adults
 - d. Ability to observe behavior and use the data as a guide for behavior
 - e. Experience in working with children and/or adults, or
2. M.A. or post-baccalaureate student and previous completion of HD 400 or HD 401.

HD 453 1-3 UNITS
ADMINISTRATION/SUPERVISION: FIELD WORK

Requires that students have a job or internship/apprenticeship, which enables them to take responsibility in administration and/or supervision. Credit is based on 45 hours per unit of field work and journal keeping.

NOT AVAILABLE TO B.A. STUDENTS.

Prerequisite: Permission of the Field Work Supervisor.

HD 453 1-2 UNITS
ADMINISTRATION/SUPERVISION: OBSERVATION

Observation of one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed 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 454 1-3 UNITS
COLLEGE TEACHING/TEACHING ADULTS: FIELD WORK

Requires that students be either employed as the teacher of a college class, or be involved in an internship/team teaching arrangement which enables them to take a responsible role co-teaching in a college class. Credit is based on 45 hours per unit of field work and journal keeping.

NOT AVAILABLE TO B.A. STUDENTS.

Prerequisite: Permission of the Field Work Supervisor.

HD 454 1-2 UNITS
COLLEGE TEACHING/TEACHING ADULTS: OBSERVATION

Observation in one or a variety of college classes, with special attention to instructional process and strategies. Credit is based on 45 hours per unit of observation and reading.

NOT AVAILABLE TO B.A. STUDENTS.

Prerequisite: Permission of advisor.

HD 456 1-3 UNITS
PARENT/COMMUNITY WORK: FIELD WORK

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 Field Work Supervisor.

HD 456 1-2 UNITS
PARENT/COMMUNITY WORK: OBSERVATION

Observation of one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed 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 3 UNITS
SEMINARS IN BICULTURAL DEVELOPMENT & EDUCATION

(Offered Weekends in Pasadena and Seattle)

These seminars are designed to focus

on bicultural development and its implication for educators and human service professionals working in bilingual and/or bicultural communities. The seminars will be constructed on identified needs in the bicultural specialization and the areas of interest of faculty members who will be teaching the course. Each weekend will be a contained "mini course." Students may take one or all three weekends. Specific topics will be listed in the course schedule when the course is to be offered.

HD 464 3 UNITS COMMUNITY AS A CONTEXT FOR DEVELOPMENT

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 3-4 UNITS REFLECTIVE TEACHING SEMINAR

Reflection on one's own practice with children and analysis of the implementation of developmental theory. Self observation, being observed by others, and observing at other sites are all required. Course open to full-time, experienced teachers of young children only.

Prerequisite: Consent of advisor, and current full-time employment as a lead teacher with young children.

HD 466 3 UNITS WOMEN IN ART

A hands-on series of art experiences by, for and about women. We will discover and practice our own forms as we become acquainted with the forms created by women artists from every continent. We will explore the relationships between the traditional art forms and contemporary art forms. We will apply these findings to the art education of our children. Attendance at one museum or gallery show of women's work and a written review will be required.

HD 467 2 UNITS FOUNDATIONS IN ART EDUCATION

This course will focus on the arts framework in the state of California and provide exposure to the national framework. The focus will be on issues of ethnicity and culture in the arts. Students will visit performances in a variety of cultural communities and contexts, do field observations, and art projects geared toward a variety of populations.

HD 468 2 UNITS GRADUATE SEMINAR IN ART EDUCATION

The seminar will consider strategies to be employed in elementary school situations, including examination and discussion of culture specific and cross-cultural art theory in relation to current classroom practices, and exploration of ways of advancing diversity in the arts program. We will review the relationship between the artist and society, including issues of free speech/censorship, how to earn a living, and the role of the school as an agent of socialization/creativity. Additional topics will include maintaining an archive of children's work, management of supplies and inventories, management of an art studio environment, and promoting an arts program within your school. Oh yes, we will make art.

HD 470 3 UNITS CLINICAL THEORIES OF CHILD DEVELOPMENT

Designed to provide the student with a basic understanding of clinical issues regarding how the child grows. Course will integrate the physical, social, emotional and cognitive aspects of growth and development and how they manifest intrapsychically and interpersonally. Theoretical material will include elements of ego psychology, object relations, self psychology, attachment theory, and infant and child research. Readings will be taken from the writings of Freud, Klein, Balint, Winnicott, Bick, Sarnoff, Mahler, Bowlby, Kohut, Erikson, Piaget and Stern among others. Learning tasks will consist of reading and discussion, assigned observation of children, modeling and role playing, and viewing of films.

HD 471 3 UNITS IMPLEMENTING ANTI-BIAS CURRICULUM I

Designed for the early childhood educator who wants to develop the

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

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

HD 472 3 UNITS IMPLEMENTING ANTI-BIAS CURRICULUM II

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

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

HD 474 3 UNITS INTERVENTION MODELS IN EARLY CHILDHOOD EDUCATION

This course will focus on the social, emotional, and developmental needs of young children who are deemed at risk for a variety of reasons; family dysfunction, child abuse, neglect, and prenatal drug exposure. Issues and practice involved in working with children and families, models of respite, residential and family reunification programs will be examined, as will their theoretical premises. The class will visit programs that represent models of successful intervention and reunification.

This course replaces HD 249, Preventive Intervention for Infants & the Very Young, and HD 475, Working with Drug-Affected Infants, Toddlers & Their Families. It is a required course for the Infant/Toddler specialization, and an approved elective for the Early Childhood and Developmental Education specializations.

HD 480**DEVELOPMENTAL PRACTICUM****SEMINAR: 0-3 YEARS**

This seminar is designed to provide an opportunity for students placed in Pacific Oaks' Infant/Toddler, Two Year Yard, Boat Yard/Child Care, and off-site 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/care giver roles, and the relationship between group care and families. Students will explore and practice techniques for the observation and recording of behavior and writing developmental summaries, examine environments for young children and plan, implement, and evaluate developmentally appropriate, culturally relevant, anti-bias experiences for infants, toddlers, and twos. Students will also explore team teaching, examine program issues, and consider the social and political aspects of group care.

Students spend 12 hours/week in placement. Teacher Education students consult with your advisor.

HD 481**DEVELOPMENTAL PRACTICUM****SEMINAR: 3-5 YEARS**

This seminar is designed for students placed in Pacific Oaks' Preschool and Child Care, and off-site practica. Discussions will include developmental issues, curriculum, differences in scheduling for half-day vs. full-day programs, parental support, and group care issues. The seminar will incorporate observing and recording techniques, development and implementation of anti-bias, culturally relevant curriculum, environmental analysis, and will explore the relationship between theory and practice. Students will be expected to articulate the difference between half-day pre-school programs and full-day child care programs. Students spend 12 hours/week in placement. Teacher Education students consult your advisor.

HD 482**DEVELOPMENTAL PRACTICUM****SEMINAR: 5-8 YEARS**

This seminar is designed for students placed in the Pacific Oaks Children's School or in off-site kindergarten or primary programs. Based on child-centered theory and best practices, life experiences and the developmen-

tal needs of individual children are the cornerstones of curriculum for this age range and consequently, for the seminar. Both cognitive and affective growth are addressed by both the core curriculum and practicum design, which includes hands-on activities in the areas of science and math (such as blocks, math manipulatives, gardening, and cooking); language arts (dictation of stories, poetry, visual, and three-dimensional arts, journals, and books); and social development (families, lifelines, and the exploration of the neighborhood and community).

Additionally, attention is particularly directed to the wide range of readiness in this age group and the resulting implications for the emergence of the foundations of the academic skills (reading, writing, arithmetic). The curriculum balances teacher-initiated with child-initiated activities, demonstrating that the child and the adult are active partners in learning.

Observing children, practicing the writing of developmental summaries, articulating the challenges of an integrated curriculum, working with mainstreaming experiences, involving parents, and learning about environmental education are major components of the practicum. The antibias perspective is woven into the curriculum that includes a focus on conflict resolution and issues of inclusion, respect and diversity in the classroom.

HD 499**SPECIAL TOPICS: 1-3 UNITS**

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

SPECIAL EDUCATION**Sp Ed 231****3 UNITS****SEMINAR: PROGRAMS FOR YOUNG CHILDREN WITH SPECIAL NEEDS**

(Offered in January Intensive sessions)

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

in this area. The coordination of education with other services and strategies for collaborating with families will be emphasized.

Sp Ed 239**3 UNITS****THE CHILD WITH SPECIAL NEEDS: AN INTERDISCIPLINARY PERSPECTIVE**

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

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

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

Sp Ed 243**2 UNITS****INSTRUCTING CHILDREN WITH SPECIAL NEEDS: LEARNING HANDICAPPED**

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

Sp Ed 244**2 UNITS****INSTRUCTING CHILDREN WITH SPECIAL NEEDS: SEVERELY HANDICAPPED**

Addresses the design of instruction and selection of curriculum materials for children with severe handicaps. Meeting the educational, emotional,

and social needs of children with developmental and emotional problems will be the focus. Class work will include observing and learning from practicing special education teachers. Students will learn to use research findings about methods currently found in effective classrooms. Meets concurrently with SpEd 243.

Sp Ed 257 4 UNITS
DIRECTED TEACHING:
LEARNING HANDICAPPED

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

Prerequisite: Full admission to the Special Education Credential Program.

Sp Ed 258 4 UNITS
DIRECTED TEACHING: SEVERELY HANDICAPPED

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

Prerequisite: Full admission to the Special Education Credential Program.

Sp Ed 292 1-3 UNITS
INDEPENDENT STUDY

Available for students in the Special Education Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at

the time of registration. Courses offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

Sp Ed 428 3 UNITS
RESOURCE SPECIALIST
SEMINAR/FIELDWORK I

The skills and knowledge needed to function as an effective Resource Specialist are the focus of this course. We will investigate the processes of assessment, planning, teaching, and evaluation through fieldwork, reading, and discussion. Students will observe and participate in field study with special education and regular education pupils.

Sp Ed 430 3 UNITS
RESOURCE SPECIALIST
SEMINAR/FIELDWORK II

This course discusses the roles and responsibilities of Resource Specialists when consulting and collaborating with regular education professionals and with parents. The various functions of the Resource Specialist will be examined; the consulting function, the coordinating function, the staff development function, and the parent education function. For students in the Resource Specialist Certificate Program.

INTENSIVE CLASS SCHEDULE

Students living at a distance who need to meet approach class requirements through Intensives may find this tentative schedule useful in planning their programs. This plan is subject to change; consult your advisor for up-to-date information and for complete course offerings.

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

1996 August
 HD 340 Leadership in Education

1997 January
 HD 200 Early Childhood Themes & Life Cycle Issues

August
 HD 410 Developmental Education

1998 January
 HD 340 Leadership in Education

August
 HD 282 Social & Political Contexts of Human Development

Pacific Northwest Intensives
 In Seattle, HD 282, Social & Political Contexts of Human Development, is offered every July. Other approach classes may be offered in alternate summers.

Northern California Intensives In the Bay Area, June Intensives may or may not include an approach class.

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**"What I'm constantly impressed about
is how much we have accomplished on
issues relating to diversity. Ours is a
very progressive stance and I think our
students benefit from it tremendously."**

*Renatta Cooper, faculty,
Pacific Oaks College*

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SUMMER 1996

March 15	Priority Deadline for Financial Aid (Summer/Fall/Spring)
April 12	Last Day to Register for Summer Directed Teaching
April 19	Submit Federal Financial Aid Applications (Summer/Fall)
April 22 - June 19	Summer Registration
May 10	Deadline to Request Summer Practicum
June 3	Last Day to Register for Fall Directed Teaching
June 14	Financial Aid Deadline (Summer) (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 Children's School Practicum Orientation
June 25	Children's School Practicum and Summer Session Begin
July 3	Deadline: August Intensive Registration
July 4	Holiday (Independence Day)
July 11	Last Day to Register for Independent Study & Master's Thesis
July 19	Deadline to Request Fall Practicum
August 1	Summer Weekday College Ends
August 2	Children's School Practicum Ends
August 4	Summer Weekend College Ends
August 22	Summer Evaluations Due in College Records

August 1996 INTENSIVES

April 22 - July 3	August Intensive Registration
July 3	Deadline: August Intensive Registration
August 7 - 11	First Intensive Week
August 14 - 18	Second Intensive Week
September 7	August Intensive Evaluations Due in College Records

FALL 1996

April 19	Submit Federal Financial Aid Applications (Summer/Fall)
April 22 - August 15	Fall Registration for Continuing Students
June 3	Last Day to Register for Fall Directed Teaching
June 28	Submit Federal Financial Aid Applications (Fall or Fall/Spring)
July 19	Deadline to Request Fall Practicum
August 15	Deadline: Fall Registration for Continuing Students (late fee applies after this date) Deadline: Fall Financial Aid (all materials due in Financial Aid office)
September 2	Holiday (Labor Day)
September 5	Fall Advising and Registration for New Students only (9 a.m. - 6 p.m.)
September 6	Children's School Practicum Orientation
September 7	Fall Weekend College Begins
September 9	Fall Weekday College Begins Children's School Practicum Begins
September 23	Holiday (Yom Kippur)
October 10	Last Day to Register for Independent Study and Master's Thesis
October 14	January 1997 Intensives Registration Begins
November 11	Holiday (Veterans' Day)

November 15	Last Day to Register for Spring Directed Teaching
November 18 - January 9, 1997	Spring 1997 Registration for Continuing Students
November 28 - 29	Holiday (Thanksgiving)
November 30	Submit Federal Financial Aid Application (Spring)
December 5	Deadline: January Intensive Registration (late fee applies after this date)
December 15	Fall Weekend College Ends
December 19	Fall Weekday College Ends
December 23 - 30	Faculty and Student Winter Break
December 24 - 25	Holiday (Christmas)
December 31 - January 1, 1997	Holiday (New Year's)
January 9	Fall Evaluations Due in College Records

JANUARY 1997 INTENSIVES

October 14 - December 5, 1996	January Intensives Registration
December 31 - January 1, 1997	Holiday (New Year's)
January 2	Financial Aid Applications for 1997-98 Available
January 6 - 25	College Intensives (Weekday and Weekend)
January 6 - 10	First Intensive Week
January 9	Fall Evaluations Due in College Records
	Deadline: Spring Registration for Continuing Students (late fee applies after this date)
	Deadline: Spring Financial Aid (all materials due in Financial Aid office)
January 13 - 17	Second Week Intensives
January 20	Holiday (Martin Luther King, Jr. Day)
January 21 - 25	Third Intensive Week
January 27 - 28	Faculty Retreat (no advisors on campus)
February 13	January Intensive Evaluations Due in College Records

SPRING 1997

November 15, 1996	Last Day to Register for Spring Directed Teaching
November 18, 1996 - January 9, 1997	Spring Registration for Continuing Students
January 9	Deadline: Spring Registration for Continuing Students (late fee applies after this date)
	Deadline: Spring Financial Aid (all materials due in Financial Aid office)
January 30	Deadline: Spring Registration for New Students only (late fee applies after this date)
February 1	Spring Weekend College Begins
February 3	Spring Weekday College Begins
February 17	Holiday (Presidents' Day)
March 1	Last Day to Apply for May Commencement (late fee applies if filed after this date)
March 13	Last Day to Register for Independent Study and Master's Thesis
March 14	Last Day to Register for Summer Directed Teaching
March 15	Priority Deadline for Financial Aid (Summer/Fall/Spring)
March 24 - 28	Spring Break
March 28	Holiday (Good Friday)
April 26	Deadline to Request Summer Practicum
May 11	Spring Weekend College Ends
May 15	Spring Weekday College Ends
May 18	Commencement
May 26	Holiday (Memorial Day)
June 5	Spring Evaluations Due in College Records

SUMMER 1997

March 15.....	Priority Deadline for Financial Aid (Summer/Fall/Spring)
March 14.....	Last Day to Register for Summer Directed Teaching
April 21.....	Submit Federal Financial Aid Application (Summer/Fall)
April 22 - June 6.....	Summer Registration for Continuing Students
April 26.....	Deadline to Request Summer Practicum
May 26.....	Holiday (Memorial Day)
June 3.....	Last Day to Register for Fall Directed Teaching
June 6.....	Deadline: Summer Registration for Continuing Students <i>(late fee applies after this date)</i>
June 15.....	Deadline: Summer Financial Aid <i>(all materials due in Financial Aid office)</i>
June 19.....	Deadline: Summer Registration for New Students only <i>(late fee applies after this date)</i>
June 21.....	Summer Weekend College Begins
June 23.....	Summer Weekday College Begins
July 3.....	Deadline for August Intensive Registration
July 4.....	Holiday (Independence Day)
July 10.....	Last Day to Register for Independent Study and Master's Thesis
July 26.....	Deadline to Request Fall Practicum
July 31.....	Summer Weekday College Ends
August 3.....	Summer Weekend College Ends
August 21.....	Summer Evaluations Due in College Records

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Upon graduation, alumni/ae are invited to join the Pacific Oaks Alumni Association. Recently reestablished, the Alumni Association is open to any student who has completed a course at Pacific Oaks. This group, comprised of alumni/ae from throughout the country, hosts special events, spreads the success stories of Pacific Oaks, recruit new members, addresses currently enrolled students, and participates in other ways supporting Pacific Oaks. There is an Alumni Board and committees who oversee specific activities.

For more information, contact the Office of Alumni Affairs in the Development Office of Pacific Oaks: (818) 397-1323.



Alumna Linda Smith, talented musician and program director of California Consortium to Prevent Child Abuse, continues to work ardently on behalf of children.

"Pacific Oaks was of tremendous benefit to my life. This is a challenging, sometimes discouraging field and we all need to renew and share to keep going."

Sue Dinwiddie

"Because time is so scarce I'd love to see Pacific Oaks interact more aggressively with alumni. I'd also be interested in finding a way to donate time to the school (or a program, or school-related charity, etc.) on a quarterly basis, or some way that I could schedule well in advance."

Debra Fetterly