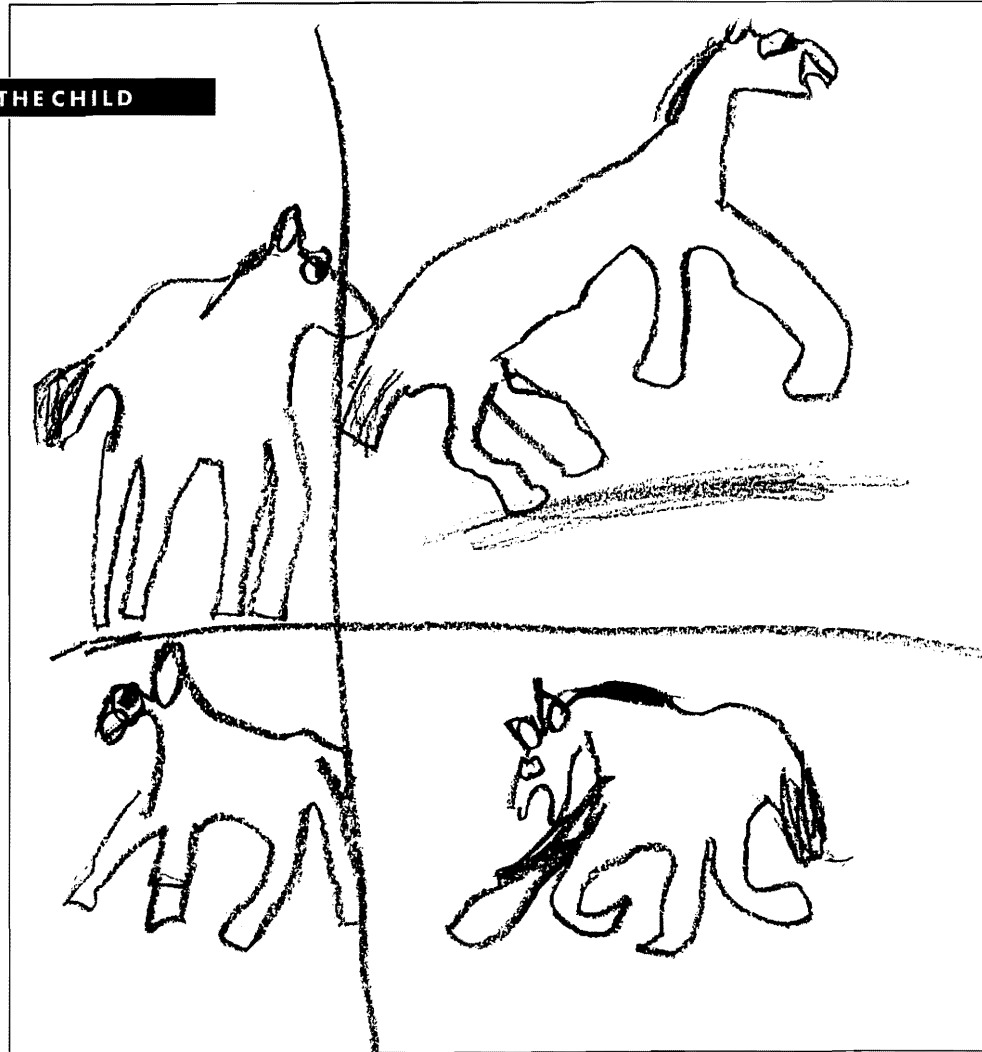


PACIFIC OAKS COLLEGE

1997-1998  
CATALOG

VALUETHECHILD



PACIFIC OAKS  
Pasadena • Northwest • Northern California

**PACIFIC OAKS COLLEGE**

**Pasadena**

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

Spring, Summer and Fall Class Schedules with  
dates, times and locations may be obtained from  
the Admissions Office.

**Distance Learning**

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

**Northwest**

1403 34th Avenue  
Seattle, WA 98122  
(206) 325-PONW (7669)

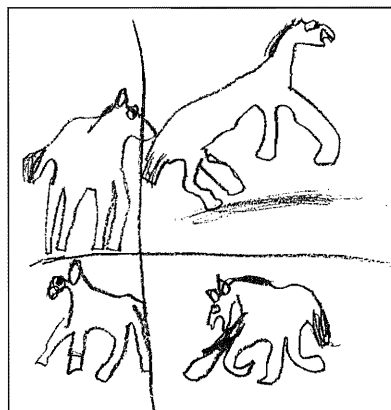
**Northern California**

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



**PACIFIC OAKS**  
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Katherine Gabel

### **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*

*Cover art by Nathan Norris, age 8,  
Pacific Oaks Children's School.*

Welcome!

We are pleased that you are interested in Pacific Oaks College and the many opportunities we have to offer. Our recent 50th Anniversary celebration in 1995/1996 allowed Pacific Oaks time to reflect on the riches of our past, and revitalize our enduring belief that only by valuing the child can we provide for a future of peace and justice. We continue to rely on this post-war vision of our seven founding Quaker families, all committed to inclusion and consensus-building to chart a direction for our steady growth.

As one of only four institutions in the U.S. dedicated solely to early childhood education, it is incumbent on us to respond to the needs of our students who will soon become leading professionals working with children and their families. One way of valuing the child is through valuing our students. In the last year, we enrolled distance learners from as far away as France and Hong Kong, British Columbia and Vermont in a flexible online study program. This year the Pasadena campus will begin an Internship Credential Program, in partnership with local school districts, to meet the need for qualified candidates for the many new full-time salaried teaching positions in California. And the Seattle campus recently received authorization from the State of Washington to offer the Bicultural/

Bilingual Endorsement (Specialization) and classes for prospective English as a Second Language (ESL) teachers within its Teacher Education program. To better prepare our students with the training necessary to effectively serve bicultural children and their families, we are offering a Bicultural Development Specialization to complement their degree program.

As you explore these and many other possibilities within this catalog for your own personal growth, intellectual enrichment, skills development and career enhancement, consider your potential to powerfully touch the lives of children each day. Pacific Oaks provides a warm, supportive and stimulating environment to set and achieve your personal goals.

Sincerely,

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

### **PACIFIC OAKS FOUNDERS**

Molly and Edwin Morgenroth  
Marian and Edwin Sanders  
Jean and William Taylor  
Alice and John Way  
Marguerite and Phillip Wells  
Margaret and Clarence Yarrow  
Asenath and Robert Young

"We are concerned that our lives show forth our belief in the way of love. This means that we cannot do violence to others and we cannot pay deference to such common fetishes of our day as race superiority, nationalism, materialism or economic class interest."

*—from the Statement of Purpose, PACIFIC OAKS BULLETIN, Number One, January 1946*

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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*

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.

### 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, 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.

**Schedules of Classes** are published as follows:

- *Spring*: Weeklong, Weekday, Weekend and Online Classes
- *Summer and Fall*: Weeklong, Weekday, Weekend and Online Classes

Please call the Office of Admissions at (818) 397-1349 or (800) 684-0900 to obtain a schedule or admissions information.



*Pacific Oaks College faculty from all three locations gathered for a retreat in Pasadena.*

**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, class 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.

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 and counseling, 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, Two-Year-Old, Pre-school, 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

For further information about the Research Center, please contact:

Pacific Oaks Research Center  
65 S. Grand Ave.  
Pasadena, CA 91105  
(818) 397-1389

## OVERVIEW OF PROGRAMS

Pacific Oaks College offers upper division classes 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 two certificate programs—Resource Specialist Certificate and a Post-Graduate Certificate.

The B.A. in Human Development offers an upper division program focused on young

**Our Children's School is teaching 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.**

children, their families, and the social contexts in which development takes place. Field experience or practicum in the Pacific Oaks Children's School is normally a part of the B.A. program. Students interested in public school teaching may enroll in a credential program upon completion of core B.A. requirements.

Specializations are optional areas of focus for B.A. and M.A. students in Human Development. Some specializations are available only in Pasadena.

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: Art Education; Bicultural Development; Child Care; 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 BCLAD 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 schedules make 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. In addition, weeklong classes are offered within each semester.

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 other Northwest sites. Seattle also offers weeklong classes in July.

Pacific Oaks also offers an academic program in Northern California leading to the B.A. and M.A. in Human Development. Classes are offered on weekends during the Fall and Spring semesters. Weeklong classes are offered in 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 sessions are also offered within each semester 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. DEGREE AND ABLE OPTIONS FOR THE B.A. AND M.A. DEGREES

Pacific Oaks offers only upper division and graduate level classes. 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 classes 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 classes for transfer. The Pacific Oaks Director of Registration and Records determines whether or not a class is acceptable.

Classes need to be in four basic areas as follows:

**1. Oral and Written Expression** A minimum of nine semester units including English Composition. Other classes 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. Classes 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 classes in Introductory Psychology and either Introductory Sociology or Cultural Anthropology. *Additional classes may include:* Early Childhood Education/Child Development classes (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 Classes, Children's Literature, Foreign Language (Intermediate: 3rd semester or 4th quarter), Music or Art for Children, Music Lessons or Performance, Studio Art Classes.

**5. Electives** Additional units may be transferred from Early Childhood Education/Child Development, Foreign Language (introductory level), Physical Education Activity (maximum 4 semester units) or other transferable classes not listed in areas 1–4 above.

Classes not accepted for transfer:

- applied business classes
- orientation classes
- sectarian religious classes
- remedial classes
- occupational classes
- library classes
- secretarial classes



Martha Clark, faculty,  
Human Development.



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 Director of Registration and Records 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 classes 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 admission transfer 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. (See page 12)

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. and ABLE options for the B.A. and M.A.

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 (not CCE course work). These 30 units must include:

**Competency – Development** Students comprehend and analyze *developmental theories*:

HD 200 Early Childhood Themes and Life Cycle Issues

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

HD 282 Social and 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:

ALTERNATE CLASSES:

- HD 231 Communication for Empowerment
- HD 232 Communication Skills and Individual Dynamics
- HD 233 Communication and the Life Cycle
- HD 310 Conflict Resolution and Mediation

**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 excluding weeklong format. This satisfies the research requirement. (For Distance Learning students only, if HD 200 is taken in a weeklong format, 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

ALTERNATE CLASSES:

- 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 class with an observation/field component. (5 hours minimum) Select from these classes 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 classes 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 classes may be substituted for field work with children. Consent of advisor is required.

- HD 200 Early Childhood Themes and 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, and



*Louise Derman-Sparks, faculty and author with the A.B.C. Task Force of Anti-Bias Curriculum: Tools for Empowering Young Children.*



4. have the ability to conceptualize about 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 class 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. Since 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 classes 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 B.A. 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

Acceptance to the specialization is determined by the faculty advisor.

#### Class 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
2. Painting
3. Sculpture
4. Printmaking

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.

**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 classes:  
 HD 218 Cognitive Development: How Children Learn  
 HD 240 Models and Methods of Parent Involvement  
 HD 246 Play in Childhood  
 HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
 HD 281 Children, Painting, and Clay  
 HD 285 Development of Bicultural Children  
 HD 427 Working with Bicultural Children  
 HD 460 Seminars in Bicultural Development and Education  
 HD 464 Community as a Context for Development  
 HD 474 Intervention Models in Early Childhood Education

*Advisor:* ReGena Booze, 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 and 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 and Mediation  
 HD 331 Team Building for Early Childhood Educators and 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 classes 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 and 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 and Methods of Parent Involvement  
 HD 246 Play in Childhood  
 HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
 HD 285 Development of Bicultural Children  
 HD 288 Developmental Assessment and Program Planning  
 HD 331 Team Building for Early Childhood Educators and 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 471 Implementing Anti-Bias Curriculum  
 HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
 HD 474 Intervention Models in Early Childhood Education

*Other classes 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

*Advisors and Fieldwork Supervisors:* Cheryl Greer Jarman, M.A.; ReGena Booze, M.A. (Pasadena); John Nimmo, Ed.D. (Northwest)

**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. Classes 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

*Advisors:* Ellen Shell, M.A., and Chele Marmet, M.A. (Lactation Institute); Betty Jones, Ph.D. (Pacific Oaks)

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

Basic requirements for the specialization are:

1. Two practica\* (6–8 units)  
 Infant/Toddler/Parent Center  
 Saturday Infant/Toddler Program  
 Off-campus practicum in a clinical or residential program

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

2. Classes:

- HD 240 Models and Methods of Parent Involvement
- HD 250 Developing Anti-Bias Curriculum:  
 Teaching Our Values to Our Children
- 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., HUMAN DEVELOPMENT, DEGREE REQUIREMENTS

A Bachelor's degree from an accredited institution is required for admission to the M.A. in Human Development program. Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, communication skills, ability to work on bias issues, skill in implementing theories in work with children and/or adults, and research. A Master's project, which is an original contribution to knowledge and understanding based on field experience and data analysis, is required for the M.A. degree.

While Pacific Oaks does not encourage students completing a B.A. at the College to move directly into the M.A. program, students choosing to do so must officially apply for and be admitted to the graduate program prior to enrolling in classes.

Thirty units of regular Pacific Oaks class work (not CCE) must be taken to fulfill the requirements for the M.A. in Human Development. Specializations at the Master's level may have additional unit requirements as outlined below.

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

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

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

- HD 200 Early Childhood Themes and Life Cycle Issues  
 (if not taken at the B.A. level), or
- HD 201 Advanced Studies in Human Development

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

- HD 282 Social and Political Contexts of Human Development (if not taken at the B.A. level), or
- HD 360 Advanced Studies in Diversity and Anti-Bias Issues

**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  
 (if not taken at B.A. level), or
  - HD 401 Working with Adults  
 (if not taken at B.A. level), or
  - HD 450 Ecology of Working with Children
- ALTERNATE CLASSES:
- HD 410 Developmental Education
  - HD 415 Emergent Curriculum
  - HD 340 Leadership in Education  
 (if not taken at B.A. level)

**Field Work Component:** All Pacific Oaks students should develop competence in observing child behavior and recognizing developmentally appropriate practice. All M.A. specializations and credential programs require field work or field experience appropriate to the program emphasis. Each program defines the age/level with which the student should develop competence in implementing developmentally appropriate practice. M.A. students not specializing may choose one of the field experience options listed under the B.A. program on page 7.

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

ALTERNATE CLASSES:

HD 231 Communication for Empowerment

HD 232 Communication Skills and Individual Dynamics

HD 233 Communication and the Life Cycle

HD 310 Conflict Resolution and Mediation

**Competency — Research** Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their *research* with existing literature in the field. M.A. students must be able to: pose a burning, researchable question; justify the desire to investigate by placing the question in professional, social, and personal context; address issues of diversity and anti-bias in the field and in their approach; collect information, analyze, and synthesize the findings; and evaluate the implications of their findings.

A research paper is required of all students in HD 200 or HD 201 when the class is taken during Fall, Spring and Summer sessions. This satisfies the research requirement. (For Distance Learning students only, if HD 200 is taken in the weeklong format, the required research paper must be done in HD 201, HD 282 or HD 360.)

HD 277 Thesis Development

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

HD 299 Thesis/Master's Project

Students can apply for Advancement to Candidacy after completing at least half of the course work toward the degree and by submitting an approved thesis project proposal. The thesis proposal is written as part of the HD 277 Thesis Development class. After the proposal is approved by the chairperson of the thesis committee, the student completes the Advancement to Candidacy forms and registers for HD 299 Thesis/Master's Project.

M.A. students working on their thesis must pay for three units of HD 299 in the semester in which they advance to candidacy and for one unit of HD 299 each semester thereafter until the thesis is completed. This assumes that the student

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

Students are not required to pay for one unit each semester after candidacy if they file a Leave of Absence form for each semester. Students on Leave of Absence do not have the opportunity to work with their thesis committee during the leave. Registration in HD 299 Thesis/Master's Project is required in the semester the thesis is submitted.

### ■ ADMISSION BY LIFE/WORK EXPERIENCE: M.A. IN HUMAN DEVELOPMENT OR MARRIAGE, FAMILY, CHILD COUNSELING

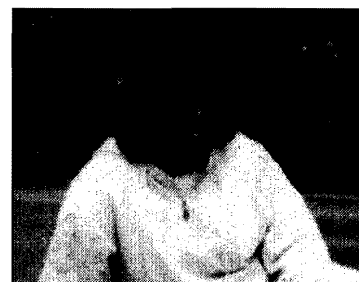
Admission to the M.A. program using the ABLE option is not available to teaching credential candidates.

To be considered for admission to the M.A. ABLE program, students must:

1. have completed at least two full years (60 semester units) of college credit, including the required general education transfer units, and completion of high school or GED,
2. not have a Bachelor's degree,
3. be 35 years of age or older,
4. have five to seven years of leadership/professional-level work experience in a human services position, assuming increased responsibilities during this time and demonstrating the ability to function effectively in a complex setting,
5. demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community,
6. have the ability to conceptualize and theorize about their work and their understanding of human development and to communicate this conceptualization.

Students 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 during the first semester in which it is offered following provisional admission. Students not completing the Assessment class may not enroll in further Pacific Oaks course work until the class is 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 admitted via the ABLE option must petition the Admissions Committee to change



*"What first attracted me to Pacific Oaks was the non-traditional education, the closeness and the small group settings. I felt like a person and not a number. But, best of all, Pacific Oaks valued 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

Graduate

Master's Degree Program in Human Development (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. (Units are in addition to the 30 units documented through the Assessment of Experience class.)

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

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 classes 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. be admitted to the M.A. program,
3. have completed one semester Children's School practicum or classroom teacher-training,
4. submit a written description of art background, and portfolio, and
5. have an interview with the specialization advisor.

Art Education course requirements are under review. Please consult with the specialization advisor if you are interested in applying, or if you have questions about course requirements. The requirements outlined in the 1996-97 Catalog are applicable to students currently admitted to the specialization.

There will be a written contract signed by the student and program advisor that itemizes the classes, 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.

This program is available in Pasadena only.

Advisor: Karen Neubert

**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 class requirements:

##### PASADENA:

- HD 220 Sociolinguistics: Issues of Language and Culture, or
- HD 427 Working with Bicultural Children
- HD 285 Development of Bicultural Children
- HD 360 Advanced Studies in Diversity and Anti-Bias Issues
- HD 450 Ecology of Working with Children

##### NORTHWEST:

- HD 220 Sociolinguistics: Issues of Language and Culture
- HD 285 Development of Bicultural Children
- HD 360 Advanced Studies in Diversity and Anti-Bias Issues
- 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
- HD 47111 Implementing Anti-Bias Curriculum
- HD 472 Advanced Studies in Implementing Anti-Bias Curriculum

##### 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 classes from:

- HD 218 Cognitive Development: How Children Learn
- HD 240 Models and Methods of Parent Involvement
- HD 246 Play in Childhood
- HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children
- HD 285 Development of Bicultural Children
- HD 308 Women in Administration or
- HD 340 Leadership in Education
- HD 427 Working with Bicultural Children
- HD 440 Administration of Child Care Facilities
- HD 460 Seminars in Bicultural Development and Education
- HD 464 Community as a Context for Development

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:* ReGena Booze, M.A.

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.

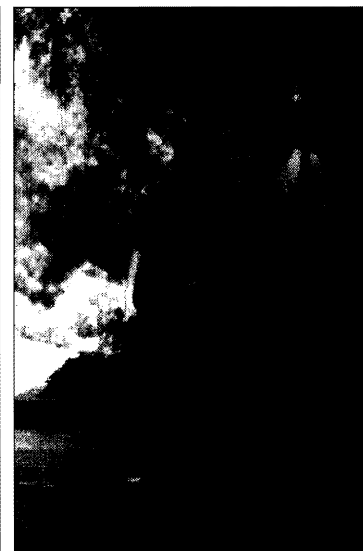
Basic requirements are:

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 and 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 and Mediation
- HD 331 Team Building for Early Childhood Educators and 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)



From left, Dorothy Garcia, faculty, Teacher Education and Connie Destito, Director, MFCC Program.



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 and 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 and Methods of Parent Involvement  
HD 246 Play in Childhood  
HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
HD 285 Development of Bicultural Children  
HD 288 Developmental Assessment and 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  
HD 471 Implementing Anti-Bias Curriculum I
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

Field experience requirement can be satisfied through practicum at the Children's School or off-site. Competency in four developmental levels, for experienced professionals only, can be documented through the ECE Field Proficiency process. See advisor for information.

*Advisors and Fieldwork Supervisors:* Renatta M. Cooper, M.A., ReGená Booze, M.A. (Pasadena); John Nimmo, Ed.D. (Northwest)

**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. Classes 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

*Advisors:* Ellen Shell, M.A., and Chele Marmet, M.A. (Lactation Institute); Betty Jones, Ph.D. (Pacific Oaks)

### 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 and Methods of Parent Involvement  
HD 308 Women in Administration  
HD 310 Conflict Resolution and Mediation  
HD 331 Team Building for Early Childhood Educators and 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 and Education  
HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
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 (2–3 units) and  
HD 453 Administration/Supervision:  
Observation (1–2 units)
2. College Teaching/Teaching Adults  
HD 454 College Teaching/Teaching  
Adults: Field Work (2–3 units) and  
HD 454 College Teaching/Teaching  
Adults: Observation (1–2 units)
3. Parent/Community Work  
HD 456 Parent/Community Work:  
Field Work (2–3 units) and  
HD 456 Parent/Community Work:  
Observation (1–2 units)

Note: A student may register for one unit of fieldwork at a time, but a total of two units is required.

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 class in each sub-specialization is based upon 45 hours per unit of observation and reading.

Most students will participate in a concurrent seminar offered online or on campus. Seminar hours count toward the total.

**Advisors and Fieldwork Supervisors:**

Renatta Cooper, M.A. (Parent/Community Work);  
Betty Jones, Ph.D.; (College Teaching/Teaching

Adults, Distance Learning);

ReGena Booze, M.A. (Administration/Supervision,  
Pasadena);

Barbara Daniels, Ed.D. (College Teaching/  
Teaching Adults and Administration/  
Supervision, Northwest).

**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 and Methods of Parent Involvement  
HD 254 Authentic Infant-Competent Child  
HD 472 Advanced Studies in Implementing Anti-Bias  
Curriculum  
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 through ABLE option is required for admission to the Master's in MFCC program. As part of the admissions process, an admissions interview will 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.

**Program Requirements** Prior to registering for classes each semester, students are required to meet with their advisor to identify the appropriate classes 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, and
- Ability to collect, process, and evaluate data through research

2. After completing 18 units (including at least two of the MFCC clinical classes listed below and the successful completion of HD 505 Introduction to Counseling Skills), each student will obtain recommendations from two faculty members, one of whom must be an MFCC full College faculty (or MFCC adjunct



faculty with approval from advisor) and one who must be a Human Development 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.

Note: Students admitted to the M.A. in Marriage, Family, Child Counseling program through ABLE option must also have completed all admissions requirements to be fully admitted.

#### Class List

HD 200 Early Childhood Themes and Life Cycles Issues, or

HD 201 Advanced Studies in Human Development

HD 231 Communication for Empowerment, or

HD 232 Communication Skills and Individual Dynamics

HD 282 Social and 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 CLASSES:

HD 221 Theories of MFCC

HD 235 Cross Cultural Mores and Values

HD 267 Psychopathology of Adulthood

HD 269 Personality Theories and Clinical Intervention

HD 326 Therapy with Children

HD 470 Clinical Theories of Child Development

AND THE SUCCESSFUL COMPLETION OF:

HD 505 Introduction to Counseling Skills

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 counsel-

ing, 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. Students must follow the protocol for clinical training and can only be placed at approved sites.
  - 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 must meet the BBS regulations and PO criteria for an appropriate MFCC training experience.

The clinical training experience is a vital part of the student's 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 HD 505 Introduction to Counseling Skills class.

Students will begin the application and selection process in the Spring semester and complete the process by June before they can enroll in the practicum classes.

**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 Master's Training In Clinical Child Development (Community and Continuing Education)** Students who have completed their Master's 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 classes 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 and Program Planning	3 units
SP ED 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 classes:

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

Students may take the CCD classes 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.

#### Program prerequisite classes

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

Note: Options to or advanced versions of above class 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
- 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 Classes**

- 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  
and 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. See Field Placement Coordinator for directed teaching application and deadlines.

- Class or Exam in United States Constitution
- Class 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 content area exercises (English, Social Studies, Literature, Fine Arts, Science and Math).

CBEST and MSAT and Certificate of Clearance results must be submitted to the Field Placement

Coordinator 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 and Culture

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

HD 220 Sociolinguistics: Issues of Language and Culture

ED 228 Curriculum Development: Bilingual  
Instructional Methods

CLAD and 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.

Students admitted in the Spring of 1997 and thereafter, are automatically admitted into either CLAD or BCLAD. Verification of foreign language units must be submitted prior to the submission of the credential application.

**Professional Clear Credential** If you completed your Preliminary Credential and B.A. concurrently at Pacific Oaks, you must complete 24 post B.A. 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 post baccalaureate units of which six semester or nine quarter 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 and Life Cycle Issues, or
- HD 201 Advanced Studies in Human Development
- HD 231 Communication for Empowerment
- HD 282 Social and Political Contexts of Human Development
- HD 400 Working with Children in a Diverse World

Practicum in Pacific Oaks Children's School, or equivalent

ED 435 Technology in the Classroom

SP ED 239 The Child with Special Needs\*

HD 288 Developmental Assessment and Program Planning\*

Health Education\*

Alcohol/Substance Abuse

Nutrition and CPR

**Total Units Must Equal 24**

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

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

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

**Required classes** (if not previously completed at Pacific Oaks):

- HD 200 Early Childhood Themes and Life Cycle Issues, or
- HD 201 Advanced Studies in Human Development
- HD 231 Communication for Empowerment or
- HD 232 Communication Skills and Individual Dynamics
- HD 282 Social and Political Contexts of Human Development, or
- HD 360 Advanced Studies in Diversity and 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, or
- HD 465 Reflective Teaching
- SP ED 239 The Child with Special Needs
- HD 240 Models and Methods of Parent Involvement
- HD 288\* Developmental Assessment and Program Planning
- SP ED 243 Instructing Children with Special Needs: Learning Handicapped
- SP ED 244 Instructing Children with Special Needs: Severely Handicapped
- HD 218\* Cognitive Development: How Children Learn
- HD 246\* Play in Childhood, or
- HD 403 Psychopathology of Childhood and Adolescence
- SP ED 257\*\* Directed Teaching: Learning Handicapped
- SP ED 258\*\* Directed Teaching: Severely Handicapped

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

\*\*Note: If the Multiple Subject program is combined with at least one Special Education program, only one Multiple Subject directed teaching placement is required, with the second placement to be in a Special Education setting.

**Specialization in Children with Developmental Challenges (M.A.).**

Contact: Virginia Kennedy (818) 397-1353.

**Resource Specialist Certificate Program** (Student must also earn a Learning Handicapped Credential or possess the appropriate prerequisite credential to qualify for this certificate.)

**Required Classes:**

SP ED 428 Resource Specialist Seminar and Fieldwork I

SP ED 430 Resource Specialist Seminar and Fieldwork II

HD 401 Working With Adults, or

HD 340 Leadership in Education

Verification of experience in both regular and special education settings is required.

## ■ 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 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.





### Why is Pacific Oaks unique?

Because we offer:

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

### PASADENA WEEKDAY COLLEGE

All degree, program and specialization requirements are offered on the Pasadena campus during Fall and Spring semesters. Some degree and program requirements are available during Summer session. Check with your advisor.

The Fall semester begins early September and ends mid-December (15 weeks). The Spring semester begins in 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 to 6:45 p.m. or 7:00 to 9:45 p.m. Some one-unit classes are offered as weekend workshops, and a few classes may be offered from 1:00 to 3:45 p.m. Field experience and student teaching are scheduled mornings and afternoons.

### PASADENA WEEKEND COLLEGE

Some classes 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 classes 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 Session begins near the end of June and ends in early August. 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 alternate days for four hours per 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 WEEKLONG CLASSES

Weeklong classes are offered each term, typically early in the semester. Weeklong classes are usually scheduled from 8:30 a.m. – 4:30 p.m., and run from Monday through Friday. Reading and writing assignments are required prior to the first day of class. Early registration is required.

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

### 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 Online
- 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 and Spring, and as summer Weeklongs in June and July. Online classes are offered in Fall and Spring.

Northern California and Online students must take one or more classes on the Pasadena campus, depending on their program. Professional classes for Marriage, Family and Child Counseling and for California Teacher Certification are offered only in Pasadena. Pacific Oaks Northwest offers Washington Teacher Certification. Classes may vary by location; not all specializations are offered at all locations.

**PACIFIC OAKS NORTHWEST**

*Debra Sullivan, Ed.D., Associate Dean*

Pacific Oaks' branch campus in the Seattle area offers classes toward the M.A. and B.A. in Human Development and a teacher certification 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.

Seven or more classes are offered on weekends Fall, 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 week-long classes 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, independent study or online classes.

**Northwest Human Development Program Director:**

Barbara Daniels, Ed.D.  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669

As a service to Oregon and southern Washington students, outreach classes are offered in the Vancouver/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.

**Teacher Education** Pacific Oaks Northwest offers Washington Teacher Certification (with elementary and early childhood endorsements) in a rigorous, full-time, 11-month program. A B.A. is prerequisite to admission. This program has a separate application process and admissions are limited. The 12 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, Ph.D.  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669

**Pacific Oaks Northwest Faculty:**

Sharon Cronin, Ph.D.  
Barbara Daniels, Ed.D.  
John Nimmo, Ed.D.  
Jeanne Strong, Ph.D.  
Zakiya Stewart, Ed.D.

**PACIFIC OAKS NORTHERN CALIFORNIA**

Pacific Oaks Northern California offers classes leading to the B.A. and M.A. in Human Development. Weekend classes are offered during the Fall and Spring semesters and weeklong classes are held in June. Eight or more classes are offered each year, including all approach classes in a two year cycle, and a variety of electives. All Northern California students also take one or more classes in Pasadena, with the number dependent on the student's program.

Most students enroll 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, Pacific Oaks Northwest, and/or online classes. Some specializations for the B.A. and M.A. in Human Development are not available in Northern California. Please contact the coordinator for further information.

**Northern California Coordinator:**

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

**PACIFIC OAKS ONLINE**

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

**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.

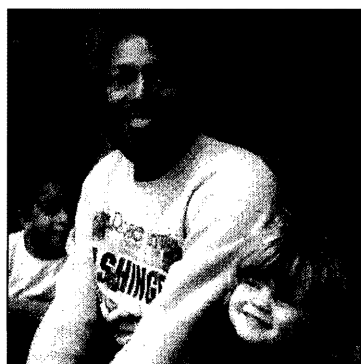
**PLANNING AT A DISTANCE**

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; Weeklong



*Betty Jones, Distance Learning Coordinator.*





**"Pacific Oaks prepared me very well for my career in early childhood education. The best part was getting to work with children at the Children's School while taking classes. Putting together theory and practice made a huge difference in my being able to walk into my new job with confidence."**

*Rick Dolsey, B.A. ABLE '95  
Currently employed by the Board of Education, Fulton County, GA, as a Pre-K teacher at Seaborn Lee Elementary School.*

courses are offered in Pasadena (during all terms), Northern California (June) and Seattle (July). (See page 46 for sequence of approach classes offered in the Weeklong format). Pasadena offers Weeklong, Weekday and Weekend classes during the Summer Session. Online classes are scheduled in Fall and Spring semesters, and students log on at any time of day or night. A minimum of 6-9 units on campus (three of which must be in Pasadena) is included in any degree program.

#### **Distance Learning Coordinator:**

Betty Jones, Ph.D.  
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**

Community and Continuing Education (CCE) 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 CCE can be applied toward the general education requirement for admission to the college and may be applied as electives toward the B.A. degree. CCE classes cannot substitute for the last 30 units for the B.A., which must be taken in regular Pacific Oaks College classes, nor can they be applied toward the Pacific Oaks M.A. degrees.

Community and Continuing Education offers classes 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.

Classes offered include: child development and curriculum to meet academic requirements under Title 22 and Title 5; parenting; 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. Individuals may enroll in a class as a non-matriculating student for CCE credit if the following conditions are met: space is available at the first class meeting; student meets class prerequisites; and the instructor approves. For further information, contact CCE

CCE 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 the Computer Using Educators (CUE) Conference.

**CBEST Preparation** As preparation for CBEST, two special classes in Math, Reading, and Writing are regularly offered: *Easy Steps to Mastering Everyday Mathematics and Communicating for Success*.

Classes 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 CCE Programs contact:

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 – Friday. Admissions, College Records and Financial Aid offices are open 8:30 a.m. – 6:00 p.m., Monday – Thursday and 8:30 a.m. – 4:30 p.m. on Friday. 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 DEGREE, CERTIFICATE AND CREDENTIAL PROGRAMS

In order to be assured of an admissions review for the semester you wish to enroll in, you will need to meet the following application deadlines:

97–98 Institutional	
Scholarship Eligibility:	April 15
Fall Semester:	July 1
Spring Semester:	November 15
Summer Semester:	April 15

(These are also the deadlines for financial aid applicants.)

All application materials and the fee must be submitted to the Admissions Office by the above dates. Applicants may expect to be notified of a decision approximately four weeks after your file is reviewed. For applicants meeting the above deadlines, this will occur no later than four weeks after the deadline.

When possible, the College will continue to review applications after these dates. If you are not reviewed for the semester you request, your application will be considered for admission in the subsequent semester.

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. All student will be assigned an advisor upon admission. Students are required to meet with their advisor regularly to review their academic progress and standing.

### 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 classes only. It is not available for Extension classes 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.

April 15	Priority Deadline for Institutional Grants and Scholarships
April 15	Summer Session
July 1	Fall and Spring Semester
November 15	Spring Semester only

(These are also the admission deadlines for Financial Aid Applicants)

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

## SOURCES OF FINANCIAL AID

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

### Federal Aid

**Pell Grant** Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on their first undergraduate degree. Awards range from \$250 to \$2,470 per academic year.

### Supplemental Education Grant Program (SEOG)

Grant program for undergraduate students with exceptionally high financial need. (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 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 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 a 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 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** Established to assist able and financially needy undergraduate students who are residents of California. Cal Grants range from \$500 to \$7,160 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 April 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)

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

**Minority Merit Scholarship** For minority student enrolled at the college

**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.

*\*Available for Pasadena students only.*

**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



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 Free Federal Application for Financial Aid (FASFA)

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 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 Office with proof of completion of incompletes. No students receiving incompletes in more than two classes will be eligible for aid until these classes are cleared by the instructor and the student provides the Financial Aid Department with appropriate documentation.

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 Norman Library. The Friends' Collection, dating back to the mid-1800s, documents the beliefs and traditions of the Society of Friends. Award-winning juvenile books and other books of "distinction" comprise the Children's Historical and Critical Collections. These collections span 200 years of publishing, with the Historical Collection including 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 and ERIC on CD-ROM.

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 classes. Bibliographic instruction is also available through a number of the other classes 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 10:00 p.m.; Fridays, 8:30 a.m. to 4:30 p.m.; Saturdays, 10 a.m. to 4 p.m.; Sundays, 11 a.m. to 4 p.m. Closed holidays.



*Carole Sharpe, Director of Advancing Careers in Child Development (ACGD), a Project of the Research Center.*

**Children's Library, California Blvd. Site** The Children's Library, located on the Children's School campus, houses a small collection of juvenile books as well as AV materials. The Library has just moved into a newly renovated space in La Loma Yard. The parents of the Children's School have been dedicated in their support of the Library and efforts are currently underway to plan and redesign a "Children's Library for the 21st Century." Plans include an expanded collection for the children, particularly in anti-bias literacy materials, appropriate computer resources for children and adults, and a parent resource center.

### 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) 397-1355 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:

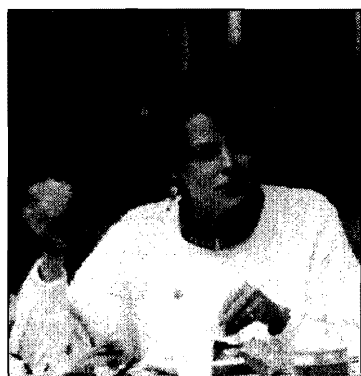
Director of Research Center  
65 S. Grand Avenue  
Pasadena, CA 91105  
(818) 397-1389

### STUDENT RIGHTS AND 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, adds, and changes of class by the published deadlines (see Drop/Add, page 32).
4. Make an appointment to see their advisor who must sign all registration forms each time you register or change your schedule. Students unsure about who advises them should contact the Admissions Office.
5. 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. Pay 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. Meet all payment deadlines 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. 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. Submit change of name, address, or phone number 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. Park in designated areas only. 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 make an appointment to 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 Director of Registration and Records. If student and Director 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 must be filed with College Records at the beginning of each academic year (within the first two weeks of the semester) and remain in effect for one year. 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



*Chikki Sugama, exchange student with Otani College, Japan.*

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 Appeals Committee's decision is not acceptable to the student, she/he may appeal to the Academic Dean (for faculty/academic matters), or the Dean of Student Services (for student services matters) in writing within 14 calendar days of receipt of the Faculty Appeals Committee decision. The Dean will review the entire appeal process and determine if a different decision is warranted. The Dean's decision will be communicated to the student in writing within 10 calendar days of receipt of the written appeal. The decision of the Dean is final.



4. The timeline outlined in this procedure may be extended in extenuating circumstances by the Chair of the Faculty Appeals Committee or the appropriate Dean, with concurrence of all parties involved.

### **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.



**"Pacific Oaks reveals many paths to the knowledge which grows teachers who truly value children. I deeply appreciate the unique experience of the credential program which has greatly enhanced my professional career."**

*Rosí Pollard*



### 1997-98 TUITION AND FEES

Tuition (per unit—6 units or less)	\$455
Tuition (per unit—7 units or more)	\$395
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 not currently enrolled)	\$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 option—1 unit course fee)	\$455/\$395
per unit (upper division)	\$80
Note: M.A. 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)	\$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
CCE Transcript	\$5

### Credential Fees

(See Teacher Education Department for Credential Application fees)

MSAT exam score processing	\$30
Duplicate of lost document	\$30
U.S. Constitution Exam	\$30
Health Education Competence	
A. Alcohol and Substance Abuse	\$30
B. Nutrition	\$30
A.V. Competence Workshop	\$35
CPR Training—American Red Cross certification	\$35
Emergency Credential Renewal (Form CL 469)	\$10

### Children's School Practicum

Fingerprint processing through:	
• California Department of Justice	\$24
• FBI (for students who have resided in California less than two years)	\$24

Child Abuse Index check through:

- California Department of Justice \$15

Note: Teacher Education students doing an off-site practicum must contact the Teacher Education Office regarding fingerprint clearance.

### 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. Credential Services (ex. CL 469, credential application) are not available until all bills have been paid.

### 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 orientation, outreach, Student Success, student council and commencement activities. Non-matriculating students are exempt from this fee.

### TUITION REFUND SCHEDULE

Drop slips, signed by advisor and received in College Records will have the following refund schedule applied to them:

Within the drop/add period	100%
After the drop/add period	0%

Note: Students who do not attend a class *and who do not officially drop the class* will be charged for the class.

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.

## CLASS NUMBERING SYSTEM

All classes are open to all students, except as noted in this catalog. With the exception of ED (Education), CD (Child Development) and SP ED (Special Education) all classes have the HD (Human Development) prefix. Class numbering does not indicate class level. All classes are considered graduate level, except DC 192, DC 401–406, and HD 099.

*Classes may not be repeated for additional credit except as noted in individual class descriptions.*

## CLASS WAIVER PROCESS

Certain required classes 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 class waiver.

## CLASS 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 your academic advisor. 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 under-

stand 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 class material?
- 2) Did the student engage affectively with the class 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 class 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 class requirements.

**Petition (PT)** Requirement satisfied by petition. Student has demonstrated satisfactory knowledge of class content through petition process.

**May Complete (MC)** A May Complete enables a student who has completed a substantial amount of work for a class to satisfy the remaining requirements for passing that class within a specific time and according to specific requirements determined by the class 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 class. 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.)*

*"Pacific Oaks provided me with a better understanding of group dynamics and human behavior. And it really sharpened my interest in teaching."*

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*Ken Nakaba, Chair,  
Department of Landscape Architecture,  
College of Environmental Design,  
Cal Poly Pomona.*

**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 class is required. To receive credit for the class, it will be necessary to register and pay for the class 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 class, 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 CCE (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; class 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.

### DROP/ADD POLICY

Students are responsible for dropping classes in which they no longer desire to be enrolled. Drop forms must be signed by advisor and submitted to College Records prior to the Drop/Add Deadline published in the Schedule of Courses.

Deadline is usually:

Weekday Classes: end of second week of term

Weekend Classes: two weeks after first weekend

Weeklong Classes: Second class session

Online classes: follow the Weekday schedule unless otherwise notified.

Any refund due to a student will be in accordance with the refund schedule (see page 30).

### 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. The fee is waived for students enrolled in their first term.

### 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.

## USE OF WEEKLONG CLASSES FOR DEGREE PROGRAMS

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

## MAY COMPLETE POLICY

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

If written work is required to complete the class, this must be submitted to the class 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 classes)]. 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 classes 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 classes until such time as the "MC"s have been removed.



## EDUCATION

**ED 220 3 UNITS**  
**ELEMENTARY CURRICULUM**  
**WORKSHOP: INTRODUCTION TO**  
**DEVELOPMENTAL CURRICULUM**  
**AND 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 AND LANGUAGE ARTS**

This class 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 class 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 AND**  
**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 class 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 and 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 and 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 class 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 class 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 class 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, les-

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

## HUMAN DEVELOPMENT

**HD 099 0 UNITS**  
**WRITING FOR THE INFORMATION AGE**

Acquire writing skills which will empower you to think clearly and share your thoughts with others. This class 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.

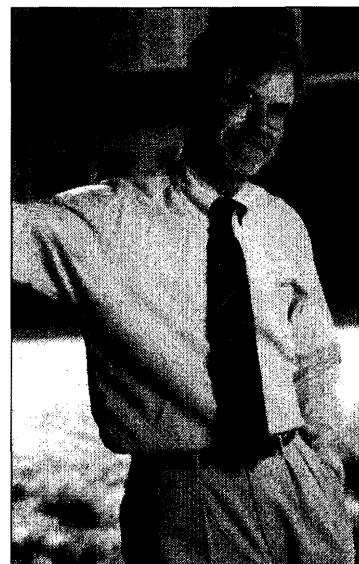
**HD 200 3 UNITS**  
**EARLY CHILDHOOD THEMES AND LIFE CYCLE ISSUES**

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 class 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 class will emphasize development in adulthood.



**"Pacific Oaks gave me an outlook that said family and children are important.**

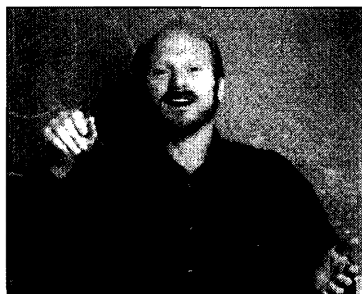
*That life's about reaching your fullest potential, and if people love a little and care a lot, society can change."*

Frank B. Clark

*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.



*Trevor Dobbs, adjunct faculty, MFCC Department.*

### **HD 213 3 UNITS EVALUATING ENVIRONMENTS AND 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 class 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 AND 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 AND CHILD COUNSELING**

This class 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 class will present an inclusive framework, so that students develop competency working with bicultural populations.

### **HD 224 3 UNITS MFCC PRACTICUM I**

This class is developmental in its approach combining supervision issues that arise in clinical placement with theoretical issues studied in class. Various psychotherapeutic techniques will be examined and clinical skills in intake evaluation, assessment, diagnosis and treatment will be developed. This class will monitor and support the students' experience in clinical placement and will study issues of counter/transference, spousal abuse assessment and treatment, interventions with various types of crises and ongoing treatment and termination. An understanding of the impact of social, racial, cultural, gender and sexual orientation issues in psychotherapy will be promoted. The class will also examine a wide variety of ethical, professional and personal issues that impact the mental health professional in the pursuit of the profession within the market reality of present day health care systems.

### **HD 225 2 UNITS PROFESSIONAL ETHICS AND THE LAW**

The class 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 class meets the requirements for the California MFCC license.

### **HD 226 3 UNITS MFCC PRACTICUM II**

This class is developmental in its approach combining supervision issues that arise in clinical placement with theoretical issues studied in class. Various psychotherapeutic techniques will be examined and clinical skills in intake evaluation, assessment, diagnosis and treatment will be developed. This class will monitor and support the students' experience in clinical placement and will study issues of counter/transference, spousal abuse assessment and treatment, interventions with various types of crises, ongoing treatment and termination. An understanding of the impact of social, racial, cultural, gender and sexual orientation issues in psychotherapy will be promoted. The class will also examine a wide variety of ethical, professional and personal issues that impact the mental health professional in the pursuit of the profession within the market reality of present day health care systems.



**HD 228 3 UNITS**  
**CHILDREN'S LITERATURE**

Required for this class is a willingness to be both adult and child as we explore and examine the impact of books upon young minds. We will create positive and memorable curriculum experiences for children by group exposure to a wide variety of children's books and methods. We will explore when and how to use books and language to meet specific needs, and how to create an environment that encourages a magical encounter between children and literacy.

**HD 231 3 UNITS**  
**COMMUNICATION FOR EMPOWERMENT**

This class 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 AND 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 class.

**HD 233 3 UNITS**  
**COMMUNICATION AND THE LIFE CYCLE**

A class about life cycles and communication concepts. It is a goal of this class to enhance understanding of the interconnected and interdependent components of communication and tasks of various life cycle changes. Whether it's an infant learning about trust, an older adult learning to adjust to physical and mental changes, or any of the many stages in between, we all have a vital need to communicate with one another. Focusing on specific life cycle stages and how attention to communication can facilitate engagement with the task of that stage will provide valuable information for personal and professional relationships. Communication and life style issues will be addressed in a holistic way, looking at the needs of both parties as well as the social context of interactions.

**HD 235 3 UNITS**  
**CROSS-CULTURAL MORES AND VALUES: SOCIO/CULTURAL ENVIRONMENTS**

This class is designed to consider and present a conceptual framework for review and incorporation of sociocultural 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 class is to develop knowledge of and an openness and sensitivity to the cultural differences.

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

**HD 237 3 UNITS**  
**HUMAN SEXUALITY AND 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 class is designed to meet the requirement for the California MFCC license.

**HD 240 3 UNITS**  
**MODELS AND 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 OUR CHILDREN**

(Prerequisite: HD 400 or permission of instructor.)

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Attitudes and behaviors towards others in the areas of gender, race, culture, abilities and class will be addressed. Other content will include: developmental issues, curriculum models, analysis of resources/materials and beginning advocacy tools. The importance of self-introspection and critical thinking will be stressed.

**HD 253 1 UNIT**  
**CHILD ABUSE ASSESSMENT**  
**AND 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 class provides training requirement for the California MFCC license.

**HD 254 2-3 UNITS**  
**AUTHENTIC INFANT—**  
**COMPETENT CHILD**

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

**HD 262 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.

**HD 267 3 UNITS**  
**PSYCHOPATHOLOGY OF**  
**ADULTHOOD**

A general view of the various definitions and forms of psychopathology is presented in a historical, sociopolitical and cross-cultural perspective. The purpose and history of various diagnostic systems will be discussed. Using the DSM IV as the main paradigm, some of the most prevalent psychopathologies of our culture will be explored. The purpose and usage of DSM IV will be studied. Focus will be on building a cognitive diagnostic competence of, as well as an effective understanding and comfort with, the various mental health disorders. Attention will also be given to etiology, epidemiology and treatment, including chemotherapy. Some of the main psychiatric testing tools will be examined.

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

This class 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 class 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 AND 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.

**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 class 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 class may not be audited.

Prerequisite: HD 277A, or waiver.



ReGena Booze, faculty.

**HD 281 3 UNITS**  
**CHILDREN, PAINTING AND 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 class. Students attend and review one museum or gallery exhibit.

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

**HD 282 3 UNITS**  
**SOCIAL AND 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 class 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 AND 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. Classes 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:* 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 AND MEDIATION**

This class 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.



*Cecelia Alvarado, 1997 Burgess lecturer.*

**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, adolescents and children. A look at the wide range of populations and problems for which group work has become a therapy of choice. The class 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**

*(Prerequisite: HD 470—Clinical Skills for Child Development)*

This class 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, class, cross-cultural and intra-cultural 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 will be presented.

**HD 331 3 UNITS  
TEAM BUILDING FOR EARLY  
CHILDHOOD EDUCATORS AND  
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 prob-

lem? 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 AND  
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**

This class is a seminar for professionals in leadership situations who work in early childhood education and other human service professions. Theoretical emphasis is on educational issues in contemporary society. Topics include: working effectively with diverse colleagues and families; program development and administration; strategies for facilitating empowerment, responsibility and advocacy; and professional growth and survival. Students will be expected to reflect upon their own practice and values, to observe other adults working with children and their families or with other adults, and to explore the integration of values into practice.

**HD 360 3 UNITS  
ADVANCED STUDIES IN DIVERSITY  
AND 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 biases 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 AND 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 class 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**

This class examines the developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. It includes an exploration of the uses of interpersonal power in settings where adults and children encounter each other, opportunities to observe children in a variety of contexts, and the examination and development of effective facilitative strategies for teaching counseling, parenting, and social and educational change. Emphasis will be 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, therapeutic and other human service settings. Emphasis is on: valuing diversity and respecting individuals; active, experiential learning; the interaction between theory and practice; and the impact of social context on ourselves and others. Students will use observation to enhance their understanding of the challenges inherent in working with adults. They will develop strategies to facilitate adult empowerment and learn to advocate responsibly in diverse settings.

**HD 403 3 UNITS**  
**PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE**

This class will examine the psychopathology of infancy, childhood and adolescence within a biopsychological, developmental, sociopolitical and family systems perspective. It will address challenges that children, adolescents and their families face that require direct and specialized mental health and social services alongside the appropriate educational services. It will be taught by MFCC faculty for students of all three departments of PO. This is an interdisciplinary class with an emphasis on facilitating intimate understanding, communication and collaboration among the class participants of the three professions of Education, Human Development and Marriage, Family and Child Counseling in the service of children, adolescents and their families.

**HD 410 3 UNITS**  
**DEVELOPMENTAL EDUCATION**

This class 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 personal and political strategies for educational change. Issues and trends in early childhood education are considered from a developmental, cross-cultural perspective. Implications for older children and adult learners will also be explored.

**HD 415 3 UNITS**  
**EMERGENT CURRICULUM: REFLECTING LEARNER LIVES**

Emergent curriculum is a values based approach to teaching and learning which focuses on who the students are, their socio-cultural context and current issues, in order to shape "what happens" in an educational setting. Decision-making about curriculum should be negotiated by those who know the learners best. In this approach, the focus is on the community that teacher and learners create and involve in their lives together.

In this class, students will explore sources of emergent curriculum, power dynamics, the balance between advanced planning and spontaneity, and issues of cultural relevancy and accountability. Participants will be required to actively engage in their own classroom in teacher roles that are central to the emergent curriculum process—observation, analysis, collaboration, research and documentation. Implication for learners of all ages will be considered, with a focus on the early childhood classroom.

**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 class 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 3 UNITS**  
**CHILDREN'S ART STUDIO PRACTICUM AND SEMINAR**

Students will 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. Included are the art of preparing and hanging exhibitions, ceramic kiln firing, documenting and cataloguing children's art for the Pacific Oaks Permanent Collection. Written and photo-documentation are required. Enrollment is limited. Consent of instructor required. Teacher Education students, please consult your advisor.

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



*Taka Nomura, member of the first faculty in 1945, Pacific Oaks Friends School.*

**HD 450 3 UNITS  
ECOLOGY OF WORKING  
WITH CHILDREN**

This class is an in-depth examination of educational and therapeutic practices using ecological and historic perspectives. The content of the class is individualized, built upon the interests and issues of students. This class will examine the dynamic interaction between practice, reflection and theory, and include close attention to the impact of diversity and cross-cultural issues on our work with children. Through critical thinking, data analysis and review of the literature, students will be expected to develop their own theoretical and methodological framework for working with children and adults in a diverse world.

**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 458D 1-3 UNITS  
REFLECTIVE TEACHING: FIELDWORK**

This class requires that students have a job or internship/apprenticeship which involves them in ongoing work with children. Credit is based on 45 hours per unit of fieldwork, reflective journal keeping and online seminar participation. Open to Distance Learners only.

**HD 458D 1-2 UNITS  
REFLECTIVE TEACHING:  
OBSERVATION**

Observation of children and teachers in one or more classrooms, with particular attention to the implementation of developmental theory. Credit is based on 45 hours per unit of observation, reading and online seminar participation. Open to Distance Learners only.

**HD 460 3 UNITS  
SEMINARS IN BICULTURAL  
DEVELOPMENT AND 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 class." Students may take one or all three weekends. Specific topics will be listed in the class schedule when the class 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. Class 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**

We will explore art theory and art-making in a historical context. An integral part of this exploration will be to develop a sensitivity to the issues of ethnicity, culture and diversity in the arts. We will examine the intersection of children's art, the school environment, our diverse community resources and ourselves as adult learners. Requirements include: observations; an art curriculum journal; photo-documentation; viewing and reviewing one Los Angeles area community art event. Students will have the opportunity to explore their creativity in art-making, individually and as a group.

**HD 468 2 UNITS  
GRADUATE SEMINAR IN ART EDUCATION**

This seminar will provide Master's candidates with an opportunity to pursue in-depth those areas of interest to which they have been drawn during their course of study. Through reading and dialogue, participants will sharpen their focus on the issues of art education they find most challenging. Participants are expected to be conversant with art theories and to work toward evolving their own philosophy of art education. Study topics will include: the relationship of the artist to society; cross-cultural and culture-specific artwork; school as an agent of change and/or socialization; the economics of art; and making space for adults' and children's art. We will create a personal statement of our beliefs over the course of the semester.

**HD 469 3 UNITS  
ADULT DEVELOPMENT:  
MISSION AND VISION**

We construct mission and vision in our lives through the developmental tasks we encounter. In turn, mission and vision inform our life choices in deep and meaningful ways. Together, we will examine the emergence and development of meaning in the adult years through our own as well as other's stories.

**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. Class 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**

*(Prerequisite: HD 400, HD 282 or experience.)*

Designed for educators with some experience in anti-bias curriculum, this class will synthesize national standards, state frameworks and district courses of study with a developmental, anti-bias philosophy. Developing interdisciplinary curriculum, critically analyzing current instructional practices and infusion of an anti-bias curriculum into all content areas are the main objectives for this class. This is the "how to" class for putting anti-bias curriculum into action in the classroom.

- I—Early Childhood Education
- II—Elementary Education

**HD 472 3 UNITS  
ADVANCED STUDIES IN  
IMPLEMENTING ANTI-BIAS  
CURRICULUM**

*(Prerequisite: HD 282 or 360, or permission of instructor.)*

This class is designed for students who are interested in strategic planning, institutional changes, and skills for working with adults within an anti-bias framework. Class format will include discussions, interactive activities utilizing case studies and policies, readings and written assignments. Students are expected to engage with each other in critical analysis of educational practices and societal obstacles to deepen their theoretical knowledge and to define levels and models of advocacy work. An action project will be required.

**HD 473 3 UNITS  
CLINICAL SKILLS IN  
FAMILY THERAPY**

*(Prerequisite: HD 221—Theories of Marriage, Family and Child Counseling)*

This is a class for advanced students focusing on the clinical aspects in the practice of family therapy. It will provide a brief overview of family therapy and will concentrate on the experiential learning of basic family therapy skills. This class is designed to provide students with direct experiences of the family therapy milieu in the initial session/treatment alliance phase of therapy via observation and role play; assist in the development of a working knowledge of the clinical skills of family interview, joining, problem formulation, treatment contract, and family case presentation; further the students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment; and contribute to the development of a personal conceptualization of the process of psychotherapy.

**HD 474 3 UNITS  
INTERVENTION MODELS IN EARLY  
CHILDHOOD EDUCATION**

This class 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



*Karen Neubert, Children's School and faculty member in charge of the Art Education Specialization.*

models of successful intervention and reunification.

This class 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 class for the Infant/Toddler specialization, and an approved elective for the Early Childhood and Developmental Education specializations.

**HD 476 3 UNITS  
QUALITATIVE METHODS**

This class is designed to teach students the underlying principles, theoretical approaches and applied skills of qualitative research by focusing on formulating research questions, gathering data, categorizing, coding and analyzing collected information in preparation for documenting and presenting research. Ethnography, narrative analysis, case study and interviewing strategies and methods will be explored. Recommended for students engaging in completion of or interested in engaging in a qualitative master's thesis.

**HD 477 3 UNITS  
ANTI-BIAS CURRICULUM  
WITH ADULTS**

We will explore: (a) the pedagogical principles, strategies and activities for promoting anti-bias education with E.C.E. students, staff, parents and other caregivers; (b) the issues, obstacles and developmental journey adults travel when engaged in anti-bias education; and (c) the knowledge base, skills and dispositions required of anti-bias education trainers. Class methods include experiential activities, reflective discussions, mini-lectures, reading and writing. Students must have a working knowledge of anti-bias curriculum. Completion of HD 282, Social and Political Contexts of Human Development, is strongly recommended.

**HD 478 3 UNITS  
WORKING WITH FAMILIES IN A  
DIVERSE WORLD**

This class is designed for educators, counselors and other human services professionals who work with families directly or as allies for their young children and adolescents. We will examine the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect our relationship as advocates.

Issues will include utilizing culturally sensitive tools to assess the family, to develop appropriate interventions and to facilitate effective communication within the family and between the family, school, social service agency, or other professionals. Within this context, students will develop strategies to be more successful individual, interpersonal and institutional change agents. The emphasis will be on active, experiential learning, interaction between theory and practice, and the impact of social, ethnic, gender and class contexts on ourselves, our work and our clients.

**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 preschool 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 developmental 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 classes. See current Schedule of Classes for specific description(s).



**HD 500 1 UNIT**  
**INTRODUCTION TO TRAUMA**

This class is an introduction to clinical victimology, trauma theory and practice for people working in a clinical setting of victims of trauma and interpersonal violence. The impact of trauma on the developmental process throughout the life cycle will be examined. The first half of the class will focus on the prevalence and culture of violence in America. In the second half of the class, various treatment approaches for children and adults will be examined. Additionally, the class will examine the effects of secondary trauma that the helpers of victims experience.

**HD 505 2 UNITS**  
**INTRODUCTION TO COUNSELING SKILLS**

This is an introductory class in developing basic interview/communication skills for conducting a therapeutic session. This class is designed to begin to examine the role of the therapist in relationship to the client. Critical to this class is an emphasis on the clinician's and the client's ethnicity, race, family of origin, values and gender issues that influence the clinical process. Students will be expected to demonstrate an understanding of interviewing skills and techniques through: role play, audiotape use, reaction papers and group feedback.

**SPECIAL EDUCATION****SP ED 231 3 UNITS**  
**SEMINAR: PROGRAMS FOR YOUNG CHILDREN WITH SPECIAL NEEDS**

*(Offered in January Weeklong 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 class 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 class 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. Classes 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/FIELD WORK I**

The skills and knowledge needed to function as an effective Resource Specialist are the focus of this class. 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/FIELD WORK II**

This class 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.



*Mona Lake Jones, a poet laureate of Seattle and author of The Color of Culture II, who has taught on both the Seattle and Pasadena campuses, pictured here at the Pacific Oaks College Northwest Open House.*

**WEEKLONG CLASS SCHEDULE**

Students living at a distance who need to meet approach class requirements through weeklong classes 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.

Only approach classes are listed here. Electives are also offered in weeklong class periods.

**Pasadena  
Weeklong Classes****1997 AUGUST (Fall)**

HD 410 Developmental Education  
HD 340 Leadership in Education

**1998 JANUARY (Spring)**

HD 340 Leadership in Education

**1998 AUGUST (Fall)**

HD 282 Social and Political Contexts  
Communication Alternative

**1999 JANUARY (Spring)**

Implementation Alternative  
Communication Alternative

**1999 AUGUST (Fall)**

HD 200 Life Cycle Issues

**Pacific Northwest  
Weeklong Classes****1997 JULY (Summer)**

HD 282 Social and Political Contexts  
HD 231 Communication for  
Empowerment

**1998 JULY (Summer)**

HD 200 Life Cycle Issues  
HD 282 Social and Political Contexts  
HD 231 Communication for  
Empowerment

**1999 (see 1998)****Northern California  
Weeklong Classes****1997 JUNE (Summer)**

HD 401 Working with Adults

**1998 JUNE (Summer)**

HD 410 Developmental Education

**1999**

To be announced

## ADMINISTRATION

### Katherine Gabel,

Ph.D., J.D., President

### Mark Schulman,

Ph.D., Academic Dean

### Richard Cohen,

Ph.D., Director, Research Center

### Adrienne DeVine,

B.A., Executive Assistant to the President, Acting Director, Management Information Systems

### Dia Dorsey,

B.A., C.F.R.E., Director of Development

### Charles Eckardt,

M.Div., Controller

### Susan Hunter Hancock,

M.S., Dean, Student Services

### Yolanda L. Torres,

B.A., Director, Children's School

## FACULTY

### Laila Aaen

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

### ReGena Booze

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

### Richard Cohen

Director, Research Center  
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Founders Marguerite and Phillip Wells, visiting in 1996.

# SUMMER 1997

March 14	Deadline: Registration for Summer Directed Teaching
April 15	Deadline: Application for Admission Deadline: Financial Aid Application (Summer, Summer/Fall, Summer/Fall/Spring)
April 21 – June 1	Summer Registration Period
May 1	Deadline: Summer Registration (PONW, NOCA) (Late fee applies after this date)
May 9	Deadline: Registration for Summer Practicum
May 26	Holiday (Memorial Day)
June 1	Summer Session Begins Deadline: Summer Registration (PASADENA) (Late fee applies after this date)
June 23	Children's School Practicum Orientation
June 24	Children's School Practicum Begins
July 4	Holiday (Independence Day)
July 11	Deadline: Registration for Independent Study and Master's Thesis
August 3	Summer Session Ends

# FALL 1997

April 22 – August 1	Fall Registration Period
June 6	Deadline: Registration for Fall Directed Teaching
July 1	Deadline: Application for Admission Deadline: Financial Aid Application (Fall, Fall/Spring) Fall Registration (Weeklong and Traditional) (Late fee applies after this date)
July 18	Deadline: Registration for Fall Practicum
August 1	Deadline: Registration for Traditional Fall Classes <u>only</u> (Late fee applies after this date)
August 4	Fall Semester Begins Weeklong Fall Classes Begin
September 1	Holiday (Labor Day)
September 6	Traditional Fall Classes Begin
September 8	Children's School Practicum Orientation
September 9	Children's School Practicum Seminars Begin
October 10	Holiday (Yom Kippur)
October 11	Deadline: Registration for Independent Study and Master's Thesis
November 11	Holiday (Veteran's Day)
November 27 – 28	Holiday (Thanksgiving)
December 18	Fall Semester Ends
December 19 – January 2, 1998	Faculty and Student Winter Break
December 25 – 26	Holiday (Christmas)
January 1 – 2, 1998	Holiday (New Year's)

# SPRING 1998

November 1, 1997 – January 9, 1998	Spring Registration Period
November 14, 1997	Deadline: Registration for Spring Directed Teaching
November 15, 1997	Deadline: Application for Admission Deadline: Financial Aid Application (Spring 1998)
December 1, 1997	Deadline: Spring Registration (Week Long and Traditional)

CALENDAR

(Late fee applies after this date)

December 12, 1997..... *Deadline:* Registration for Spring Practicum

January 1 – 2 . . . . . Holiday (New Year's)

January 5 . . . . . Spring Semester Begins

Financial Aid Applications for 1998-99 available

January 9 ..... *Deadline: Registration for Spring Traditional Classes only*

(Late fee applies after this date)

January 19..... Holiday (Martin Luther King, Jr.)

January 31 ..... Spring Traditional Classes Begin

February 16 ..... Holiday (Presidents' Day)

**March 1 . . . . .** *Deadline: Application for May Commencement*

(Late fee applies after this date)

**March 13 . . . . .Deadline:** Registration for Independent Study and Master's Thesis

**April 6 – 10** ..... **Spring Break**

**April 10 . . . . . Holiday (Good Friday)**

**May 21 . . . . . Spring Semester Ends**

**May 24** ..... Commencement

**May 25. . . . . Holiday (Memorial Day)**



*Students enjoying the Summer Outreach Luncheon.*