

PACIFIC OAKS COLLEGE

1999 - 2000  
CATALOG

VALUE THE CHILD



 **PACIFIC OAKS**  
Pasadena • Northwest • Northern California

## PACIFIC OAKS COLLEGE

### Pasadena

5 Westmoreland Place  
Pasadena, CA 91103  
(626) 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  
(626) 397-1320 or (800) 613-0300

### Northwest

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

### Northern California

1515 Webster Street  
Oakland, CA 94612  
(510) 622-8130

### Website

[www.pacificoaks.edu](http://www.pacificoaks.edu)



**PACIFIC OAKS**

Pasadena • Northwest • Northern California

**1999 – 2000  
COLLEGE CATALOG**

Non-Profit Org.  
U.S. Postage  
**PAID**  
Mercury Mailing  
Systems, Inc.



FROM THE PRESIDENT



*Carolyn Denham*

## CONTENTS

Letter from the President . . . . .	Inside Front Cover
About Pacific Oaks . . . . .	2
Academic Programs	
Degrees, Programs and Specializations . . . . .	6
General Information	
Locations and Time Frames . . . . .	22
Community and Continuing Education . . . . .	24
Admissions . . . . .	26
Financial Aid . . . . .	27
Libraries . . . . .	28
College Policies . . . . .	30
Tuition and Fees . . . . .	35
Class Descriptions . . . . .	38
Administration and Faculty . . . . .	54
Board of Trustees . . . . .	56
Calendar . . . . .	57
Index . . . . .	59
Alumnae/i Association . . . . .	Inside Back Cover



**"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*  
*Human Development 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, or by contacting WASC at:

Western Association of Schools and Colleges  
P.O. Box 9990  
Mills College  
Oakland, CA 94613-0990  
(510) 632-5000

#### 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.



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

**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 (626) 397-1349 or (800) 684-0900 to obtain a schedule or admissions information.

**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 three campuses in Pasadena, California, Seattle, Washington, and Oakland, California, 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, Preschool, Kindergarten, Primary, Child Care, and After-School programs.

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including that based

upon race, ethnicity, class, sexual orientation, gender, age and physical ability. We expect respect to be shown towards persons in all categories, both generally and as individuals.

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

For further information about College programs, please contact:

Office of Admissions  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 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  
(626) 397-1363

For further information about Extension, please contact:

Community and Continuing Education  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1362

## OVERVIEW OF PROGRAMS

Pacific Oaks College offers upper division classes leading to a B.A. degree in Human Development; courses of study leading to four teaching credentials: Multiple Subject Teaching Credential and Education Specialist Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Education); graduate courses leading to two M.A. degrees: Human Development and Marriage, Family and Child Counseling; and a Post-Graduate Certificate program.

The B.A. in Human Development offers an upper division program focused on young children, their families, and the social contexts in which development takes place. Field experience or practicum in the Pacific Oaks Children's School is normally a part of the B.A. program. Students interested in public school teaching may become fully admitted to a credential program upon completion of core B.A. requirements.

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

**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.**

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, integration of theory into practice 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 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; Social and Human Services; and 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 MFT 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 State Teacher Certification (elementary), Education Specialist Credentials (Mild/Moderate Disabilities,

Moderate/Severe Disabilities and Early Childhood Special Education), and CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual Crosscultural Language and Academic Development) emphases.

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 four 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 Teacher Certification. (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 January and July.

Pacific Oaks Northern California, housed in the historic YWCA building in downtown Oakland, offers classes leading to the B.A. and M.A. in Human Development. Classes are offered on weekends during the Fall and Spring semesters, with weeklong classes offered in June. Two or more classes in Human Development are also offered each year in the southern San Joaquin Valley, meeting in Visalia. Some of the optional specializations are not available at these sites.

The academic year includes two semesters, Fall and Spring; two time frames, Weekday and Weekend; several locations; online courses; and an eight-week Summer Session. One week sessions are also offered within each semester in Pasadena, in June in Oakland and in January, July and August in Seattle.

For students interested in seeking the California Child Development permit, Pacific Oaks has been approved as an accredited site to offer high quality curriculum and training opportunities for students to qualify for each level of the permit. There are six levels to the Permit structure. Normally, bachelor students would enroll in any of the first three levels: Child Development Assistant Permit, Child Development Associate Teacher Permit, or the Child Development Teacher Permit. The last three levels may be more appropriate for master's degree students: Child Development Master Teacher Permit, Child Development Site Supervisor Permit, or the Child Development Program Director Permit. Pacific Oaks offers courses and facilitates some experience to help students qualify for the permits. Pacific Oaks will then review transcripts, course content and direct experience, and recommend candidates for the appropriate permit. Students interested in the Child Development Permit must apply to the program through the Admissions Office. Students are required to meet with their advisor to identify appropriate classes to take. Specific course and field-work requirements will be outlined in an advising session with the assigned advisor. ■



*Martha Clark, Human Development faculty.*



**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 7 for B.A. students and page 11 for M.A. students.

**TRANSFER REQUIREMENTS FOR THE B.A. DEGREE AND ABLE OPTION FOR THE B.A. AND M.A. DEGREES**

Pacific Oaks offers only upper division and graduate level courses. Transfer requirements for admission to the B.A. degree program, and for admission to B.A. and M.A. degree programs through the Admission By Life Experience (ABLE) option include completion of a minimum of 60 semester units with a grade of "C" or higher. Only courses taken at colleges and universities accredited by regional commissions will be accepted. Please check with your transfer center to see if an articulation agreement is in place to assist you in selecting acceptable courses for transfer. The Pacific Oaks Director of Registration and Records determines whether or not a course is acceptable.

Applicants short of general education requirements may take CLEP (College Level Exam Program) tests to acquire units. A maximum of 30 units may transfer.

In addition to external transfer opportunities outlined above, applicants may transfer Pacific Oaks Community and Continuing Education courses to earn a maximum of 30 upper division transfer units. This would include Pacific Oaks Drug and Alcohol Studies courses and course credit awarded by portfolio assessment through the national CDA certification program (see page 25).

Contact the Admissions Office at (626) 397-1349 or (800) 684-0900 for more information on the above.

Transfer credits need to be in four basic content areas as follows:

1. **Oral and Written Expression** A minimum of nine semester units including English Composition\*. Additional courses may include: Creative Writing, English or American Literature, Journalism, Early Childhood Language Arts, Logic, Speech/Communication, Foreign Language (introductory level—1st–3rd semester or 1st–4th quarter), and American Sign Language.
2. **Science and Math** A minimum of nine semester units to include at least one course\* from Astronomy, Biology, Chemistry, Physics, Ecology, Geology, Math (College Algebra or higher), Physical Anthropology, Physical Geography, Physiological Psychology, Nutrition, Statistics and Zoology. Additional courses may include Business Math, Computer Science, First Aid, Math/Science for Children, and Health Education.
3. **Social Sciences** A minimum of nine semester units including required courses in Introductory Psychology\* and either Introductory Sociology or Cultural Anthropology\*. Additional courses may include: theoretical Early Childhood Education/Child Development courses, Ethnic Studies, Political History, Political Science, Linguistics, Psychology, Social Geography, Sociology, U.S. History, and Women's Studies.
4. **Humanities and the Arts** A minimum of nine semester units to include at least one course\* from Art History, Foreign Language (Advanced: 4th semester or 5th quarter and beyond), Literature, Music Theory or History, Philosophy, Religion and Theater History. Additional courses may include: Drama, Children's Literature, Foreign Language (Intermediate: 3rd semester or 4th quarter), Music or Art for Children, Performance, and Studio Art courses.

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

\*A minimum of 3 semester or 4 quarter units will meet a specific course requirement.

Note: A maximum of 3 units of early childhood education/child development courses will be credited toward the 9-unit requirement in content areas 1, 2 and 4 above. *After 9 unit req meet then you can accept add'l*

Courses not accepted for transfer include the following courses:

- remedial courses
- applied business courses
- orientation courses
- sectarian religious courses
- vocational courses
- library courses
- secretarial courses
- word/data processing courses

If a student has 15 units or more in any one general education area, and less than nine in another, three units will be waived in the deficit area. This may be done on a one-time basis only. The Director of Registration and Records is the one who officially makes this transfer.

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 child development or early childhood education;
3. Completed at least 18 units (beyond the basic general education requirements) in Social Sciences, specifically, Psychology, Sociology or Anthropology; *CCEE not included*

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 13).

### Transcript Evaluations

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 submitted by the individual in a sealed envelope from the college of origin.

Prospective students may request a transfer credit estimate based on unofficial transcripts by appointment with an admissions counselor. Please call (626) 397-1349 or (800) 684-0900 outside the Los Angeles area.

### ■ 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 309 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



Najah S. Shabazz poses with grandson at graduation.



Pilar O'Cadiz, Teacher Education faculty member, helped children make a mural.

their findings, and link their research with existing literature in the field. A research paper is required of all students in HD 200 which satisfies the research requirement. The research paper requirement for those enrolled in a weeklong section of HD 200 must be met in HD 499 Special Topics: Research Project.

**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 246 Play in Childhood

HD 281 Children, Painting, and Clay

HD 396 Contemporary Urban Adolescents

HD 420 Art of Observation

HD 467 Foundations in Art Education

HD 474 Intervention Models in Early Childhood

SPED 239 The Child with Special Needs

OR

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

HD 465 Reflective Teaching

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

OR

HD 415 Emergent Curriculum *and*

HD 410 Developmental Education

## ■ 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

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 fee rate. Units must be paid for by the completion of the Assessment of Experience class or according to a prearranged payment plan in order to enroll for the following term.

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 8. 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 during 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  | 3. Sculpture   |
| 2. Painting | 4. Printmaking |

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

*Specialization Advisor:* Dorothy Garcia

**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 a 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:* Human Development Faculty

**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 396 Contemporary Urban Adolescents
  - HD 401 Working with Adults
  - HD 420 The Art of Observation
  - HD 427 Working with Bicultural Children
  - HD 464 Community as a Context for Development
  - HD 471 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 (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)

*See advisor for details regarding the options for demonstrating competency at four different levels.*

*Advisor and Fieldwork Supervisor:* Human Development Faculty

**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

*See advisor for details regarding the options for demonstrating competency at four different levels.*

*Advisors and Fieldwork Supervisors:* Human Development Faculty

**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** There is a growing demand for professionals who are knowledgeable in the developmental needs and issues of young children and their parents. Parent education, child care, early intervention, and programs for the prenatally exposed are examples of the types of settings where students with this specialization might seek employment. Students in this specialization are encouraged to select practicum experiences in both educational and clinical environments.

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
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: Human Development Faculty

## ■ 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 thesis 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 (if not taken at the B.A. level):

- HD 410 Developmental Education  
 HD 415 Emergent Curriculum  
 HD 340 Leadership in Education  
 MFT 326 Therapy with Children

**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 8.

**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 309 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.



**"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)

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 research competency is met by HD 499 Research Project, a separate 1 unit course.

#### HD 277 Thesis Development

All M.A. students are required to take HD 277A, B, and C, unless a waiver form is approved by the student's thesis chair. Note: HD 277 sections A, B, and C must be taken in order. 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 thesis committee, the student must complete the Advancement to Candidacy forms and register for three units of HD 299 Thesis/Master's Project. Students must register for 0 units the following semester and 0 units their last semester (3+0+0) to maintain their active status for one year. This provides access to committee members and facilitates library privileges. If a student needs a second year, she or he would register for one more unit per term for that second year (or any portion thereof.)

If a student files a Leave of Absence form any time within the first year, when she or he reregisters it would be for one unit per term (essentially making it a second year). Students on Leave of Absence do not have the opportunity to work with their thesis committee during the leave nor do they have access to library services.

### ■ 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. through the ABLE option, 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 B.A. admission. 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 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 by the completion of the Assessment of Experience class or according to a prearranged payment plan in order to enroll for the following term.

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

*only accept  
HD after  
94 units*

\*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

Students in this specialization will work to construct a broad base of cultural knowledge, providing possibilities to be involved in an ongoing process of communication and encounters with people from a variety of professional and social backgrounds. The graduate will utilize visual languages as a foundation for the construction of thoughts and feelings, design and implement a culturally diverse, developmental curriculum and transmit the essential spirit of art as a living form. (Applications for this specialization will be considered only after admission to a degree program.)

#### Admissions Requirements:

1. Admission to M.A. program.
2. Written application, including a comprehensive description of experiences with the arts.
3. Visual documentation of personal, professional and/or community work (which must include 15–20 slides accompanied by a description of the work or a 15 minute video with a narrative.)
4. An interview with the specialization advisor.

#### Course requirements for the specialization are:

1. Basic requirements:
  - HD 467 Foundations of Teaching Art: Releasing the Imagination
  - HD 601 Arts and Social Change
2. At least one of the following:
  - HD 466 Women in Art

- HD 468 Graduate Seminar in Art Education
- HD 602 Community as Classroom: Forging Connections Through the Arts

#### Additional restricted electives would include:

- HD 499 Special Topics: Anti Bias and the Arts
- HD 499 Introduction to the Reggio Emilia Approach
- HD 499 Enhancing Creativity Through the Arts

#### 3. Fieldwork requirement:

- HD 603 Art Education: Fieldwork

#### 4. Exhibit

- HD 604 Art Exhibition

Note: Graduate students must complete 30 units to earn the M.A. degree. 18 units meet M.A. program requirements (including thesis development and thesis project) leaving 12 units for electives or specialization requirements. This specialization could be completed in 12 units. The expectation is that most students may wish to take more than one elective and/or enroll in more than one fieldwork experience resulting in a 33–36 unit M.A. similar to a few other specializations.

This program is available in Pasadena only.

Advisor: Dorothy Garcia

**Bicultural Development** Demographers are predicting that by the year 2000 people of color will be the largest collective segment of this nation's population. This is already the case in Los Angeles and many other urban centers such as San Francisco, Chicago, Miami, New York and Washington D.C. These cities and others have school districts where bicultural children comprise 75% of the students enrolled. Institutions wishing to meet the needs of a bicultural populace must be willing to alter their perceptions and, when necessary, their policies.

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 (optional)

\*Students not working with children may design an independent study that will provide a focus on implementation geared toward the population on which they wish to focus.

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 471II 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 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 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

HD 471 Implementing Anti-Bias Curriculum

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:* Human Development Faculty

**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 464 Community as a Context for Development

HD 474 Intervention Models in Early Childhood Education

3. Field experience at four developmental levels:

Infants/Toddlers (0–2 years)

Preschool (2–4)

Kindergarten/Primary (4–6)

Primary (6–9)

Preadolescent (9–13)

Adolescent (13–18)

Young Adult (18–22)

Adult (over 21)

*Advisor and Fieldwork Supervisor:* Human Development Faculty

**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 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 467 Foundations in Art Education  
 HD 471 Implementing Anti-Bias Curriculum I  
 HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
 HD 474 Intervention Models in Early Childhood Education

3. Field experience at four developmental levels:

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

*See advisor for details regarding the options for demonstrating competency at four different levels.*

*Advisors and Fieldwork Supervisors:* Human Development Faculty

**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. If a student is admitted through the ABLE option, the 10 units of credit will be applied to the minimum number of Pacific Oaks units required (see page 12) dependent on the number of units transferred from other institutions. 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 field-work at a time, but a total of three 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. Credit for observation 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.

*Advisors and Fieldwork Supervisors:* Betty Jones, Ph.D.; (College Teaching/Teaching Adults, Distance Learning); Barbara Daniels, Ed.D. (College Teaching/Teaching Adults and Administration/Supervision, Northwest); Human Development Faculty (Pasadena).



From left, Dorothy Garcia, Human Development faculty and Connie Destito, Director, MFCC Program.

**Social and Human Services**

This specialization is designed for professionals working in group homes, adoption agencies, community activism, transitional housing, services for the homeless, child advocacy and in early childhood settings with families who need additional support services who wish to increase their understanding and knowledge of family systems, conflict mediation, community assessment and strategies for working with groups. (This specialization is offered at the graduate level only and is available in Pasadena and Seattle.)

**Basic Requirements are:**

1. HD 478 Working with Families in a Diverse World
2. At least two of the following Social and Human Services electives:
  - HD 310 Conflict Resolution and Mediation
  - HD 396 Contemporary Urban Adolescents
  - HD 420 Art of Observation
  - HD 450 Ecology of Working with Children
  - HD 464 Community as a Context for Development
  - HD 474 Intervention Models in ECE
  - HD 505 Communication and Counseling Skills
  - MFT 253 Child Abuse Assessment and Reporting
  - MFT 374 Alcoholism and Chemical Dependency
  - MFT 475 Psychopathology of Childhood and Adolescence
3. Clinical Field Experience:
  - HD 456 Parent/Community Fieldwork/Observation (3 units)
4. At least one of the following diversity electives or an additional Social and Human Services elective approved by advisor:
  - HD 285 Development of Bicultural Children
  - HD 360 Advanced Studies in Diversity and Anti-Bias Issues
  - HD 427 Working with Bicultural Children
  - HD 460 Seminars in Bicultural Development and Education
  - MFT 235 Cross Cultural Mores and Values: Socio-Cultural Environments

**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:* Human Development Faculty

### ■ 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 multidisciplinary, 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 the 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 (selected from the classes in the list below) and the successful completion of MFT 505 Communication and Counseling Skills, each student will obtain recommendations from two faculty members, one of whom must be an MFCC core faculty (or MFCC core adjunct faculty) and one must be a member of the Human Development core 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 process, the student will be fully admitted. All students must also have completed all college admissions requirements to be fully admitted to the program. Note: Students admitted to the M.A. in Marriage, Family, Child Counseling program through the ABLE option cannot enroll in clinical courses until the successful completion of the Assessment course.

### CLASS LIST

HD 200 Early Childhood Themes and Life Cycle Issues, or  
 HD 201 Advanced Studies in Human Development  
 HD 282 Social and Political Contexts of Human Development, or  
 HD 360 Advanced Studies in Diversity  
 MFT 221 Theories of MFCC  
 MFT 225 Professional Ethics and the Law  
 MFT 267 Psychopathology of Adulthood, or  
 MFT 475 Psychopathology of Childhood and Adolescence, or  
 MFT 269 Personality Theories and Clinical Intervention  
 MFT 470 Clinical Theories of Child Development  
 MFT 500 Introduction to Trauma

AND THE SUCCESSFUL COMPLETION OF:

MFT 505 Communication and 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 counseling, and marital and family systems approaches to treatment.
2. No less than 6 semester units of supervised clinical practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
  - a. Students are eligible for a clinical placement after they have completed 18 units and are fully admitted.
  - b. The clinical placement must be at one of the following sites:
    1. a government entity
    2. a school, college or university
    3. a nonprofit or charitable corporation
    4. a licensed health facility (as defined by Sections 1250, 1250.2, 1250.3 of the Health & Safety Code)
  - c. 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 Project.

**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 training experience in Marriage and Family Therapy. Some agencies who focus on working with children request applicants for training to submit their fingerprints for a background check.

\*Please note that though the M.A. degree is in Marriage, Family and Child Counseling, the clinical training and the professional license is in Marriage and Family Therapy.

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 MFT 505 Communication and 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, beginning the following Fall semester.

**Therapy for Students** Students are required to be in personal psychotherapy for a total of 20 hours to qualify for clinical training. Thirty-six hours are a requirement for all students to graduate in the MFCC 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. As part of the application process, all applicants must submit their fingerprints to the BBS for a background check. 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.

**Latino/a Family Study Project**

Currently there is a crisis in the provision of human services in Los Angeles because of the extreme lack of available bicultural/bilingual professionals to serve our diverse Latino/a families. The Latino/a Family Study Project in the MFCC Department focuses on recruiting, educating and developing mental health professionals who will be able to meet the following important objectives:

1. Have a clear, in-depth understanding of the specific mental health needs of children and families in our Chicano/Latina communities.

2. Possess the necessary cultural and cross-cultural sensitivity and clinical competence to effectively serve this varied population.
3. Possess the linguistic ability to serve Spanish-speaking monolingual clients and varying degrees of bilingualism within families.

The Latino/a Family Study Project is a full-scale M.A. in MFCC degree program with a special emphasis on the diverse mental health needs of Latino/Chicana children and families. It is available in a cohort group that meets for class in a monthly, three-day weekend intensive format. It requires the completion of 54 semester units, a clinical training component and a bilingual language component. The project is designed to fully meet the academic requirements of the California Board of Behavioral Sciences for the MFT license. For further information please call Connie Destito, Academic Director of the MFCC Department at (626) 397-1327.

**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 285	Development of Bicultural Children	3 units
HDX 288	Developmental Assessment and Program Planning	3 units
MFTX 239	Clinical Practicum Seminar	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
MFT 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

Pacific Oaks Northwest offers a full-time, ten-month graduate program approved by the Washington State Board of Education which leads to teacher certification with endorsements in Elementary Education and Early Childhood Education. Upon completion of the certification program, students need only three additional classes and a thesis to complete their M.A. in Human Development.

Pacific Oaks Pasadena offers the California Multiple Subject Teaching Credential (MSTC) with Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD) emphases which authorizes the holder to teach in a self-contained classroom, kindergarten through twelfth grade. It is primarily considered an elementary school teaching credential, kindergarten through sixth grade. Pasadena offers both an Internship program leading to the Professional Clear Credential and a self-paced program leading to the Preliminary and Professional Clear Credentials.

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 coursework to obtain the Professional Clear. (The Internship program leads to this credential.)

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 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.

## CREDENTIAL REQUIREMENTS—PASADENA

### Multiple Subject Teaching Credential with Crosscultural Language and Academic Development (CLAD) Emphasis: Preliminary Credential

#### A. Human Development Core 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 in a Diverse World

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

- HD 201 Advanced Studies in Human Development (M.A. only)—alternative for HD 200
- HD 310 Conflict Resolution and Mediation, or
- HD 309 Communication and the Life Cycle—alternative for HD 231
- HD 360 Advanced Studies in Diversity and Anti Bias Issues (M.A. only)—alternative for HD 282
- HD 450 Ecology of Working with Children (M.A. only)—alternative for HD 400

#### B. Preliminary Credential course requirements

(must be completed before the next sequence)

##### 1. Teacher Education Classes:

###### Prerequisite

- ED 520 Cognitive Theory into Practice: How Children Learn and Its Application to Mathematics Instruction
- HD 220 Sociolinguistics: Issues of Language and Culture

###### Methods

- ED 220 Elementary Curriculum Workshop: Introduction to Developmental Curriculum and Science
- ED 221 Curriculum Development: Mathematics
- ED 222 Curriculum Development: Reading/Language Arts
- ED 223 Curriculum Workshop: Social Studies and Integrated Arts

##### 2. Field Experiences

Practicum and field work experience in a multilingual setting is a requirement of this emphasis.

- HD 465 Reflective Teaching (4 units), or
- HD 481 Developmental Practicum Seminar: 3–5 Years (4 units)
- HD 482 Developmental Practicum Seminar: 5–8 Years (4 units)

###### Directed Teaching—Public School

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

#### Other requirements for application for credential:

1. Passage of California Basic Education Skills Test (CBEST)—prerequisite for methods classes.
2. Passage of Multiple Subject Matter Test (MSAT) or B.A. with a waiver letter from a state-approved Liberal Studies major—prerequisite for Directed Teaching.



Cheryl Greer Jarman, Human Development faculty member.



### 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.

3. Passage of Reading Instruction Competence Assessment (RICA)
4. Class or exam in U.S. Constitution.
5. Class or exam in Audio-Visual competency.
6. Foreign Language Requirement for the CLAD only.

CBEST, MSAT and Certificate of Clearance (fingerprints) results must be submitted to the Field Placement Coordinator before application to Directed Teaching in public schools may be processed.

### Multiple Subject Teaching Credential with Bilingual Crosscultural Language and Academic Development (BCLAD) Emphasis: Preliminary Credential

This emphasis requires all of the MSTC CLAD coursework and prerequisites, plus:

ED 228 Curriculum Development: Bilingual Instructional Methods

Foreign Language competency for the BCLAD by passing CLAD Test 6.

Practicum and fieldwork experience in a bilingual setting.

### 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. (Formal application and admission to the Master's degree program is required.)

If you completed your Preliminary Credential at another institution, you must complete additional coursework, which must include a total of 24 post-B.A. units, of which six semester or nine quarter units may be applied from another institution. At least 16 of the 24 semester units must be completed at Pacific Oaks.

Professional Clear Credential course requirements:

- 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
- HD 288 Developmental Assessment and Program Planning
- ED 435 Technology in the Classroom
- SPED 239 The Child with Special Needs

Additional requirements:

1. Health Education/Nutrition
2. Alcohol/ Substance Abuse
3. CPR Training

It is highly recommended that the credential program be completed in five years as the California Commission on Teaching Credentials changes requirements as the needs of the student population shifts.

### INTERNSHIP PROGRAM

This intensive program offers students the opportunity to receive a Professional Clear Credential in 14 months (June through August of the following year). To be considered, the student must have a B.A. from an accredited college, and have passed the CBEST and MSAT exams.

Other requirements:

1. Passage of Reading Instruction Competence Assessment (RICA).
2. Class or exam in U.S. Constitution.
3. Class or exam in Audio-Visual competency.
4. Foreign Language requirement for the CLAD emphasis.

Additional requirements (BCLAD only):

ED 228 Curriculum Development: Bilingual Instructional Methods

Foreign language competency for the BCLAD by passing CLAD Test 6.

Practicum and fieldwork experience in a bilingual setting.

This program is designed for students who intend to teach in their own classrooms while concurrently earning their teaching credential. Applications are due March 1 of each year to be considered for the next cohort.

### EDUCATION SPECIALIST CREDENTIAL PROGRAM

This program offers students three options: Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education. These credentials no longer require the Multiple Subject Teaching Credential. Note: This program is currently under review and may be modified.

#### Education Specialist Credential in Mild/Moderate Disabilities

This credential may be earned concurrently with the B.A. degree or post B.A. Students must have passed the CBEST prior to registering for any education courses and the MSAT prior to Directed Teaching. The program requires the Human Development prerequisite classes (page 7) in addition to those requirements listed below. See "Other Requirements," page 19.

Teacher Education Classes

*Prerequisite*

HD 218 Cognitive Development: How Children Learn

**Methods**

- ED 220 Elementary Curriculum Workshop: Introduction to Developmental Curriculum & Science  
 ED 221 Curriculum Development: Mathematics  
 ED 222 Curriculum Development: Reading/Language Arts  
 ED 223 Curriculum Workshop: Social Studies and Integrated Arts

**Special Education Classes**

- HD 240 Models and Methods of Parent Involvement  
 HD 288 Developmental Assessment and Program Planning  
 MFT 475 Psychopathology of Childhood and Adolescence  
 SPED 239 The Child with Special Needs: an Interdisciplinary Perspective  
 SPED 243 Instructing the Student with Learning and Behavior Challenges

**Field Experience**

- HD 482 Developmental Practicum Seminar: 5–8 Years, or  
 HD 465 Reflective Teaching Seminar

**Directed Teaching—Public School**

- SPED 257 Directed Teaching: Mild/Moderate Disabilities

Note: To earn a MSTC Preliminary Credential, add HD 220 Sociolinguistics and one Directed Teaching in general education.

**Education Specialist Credential in Moderate/Severe Disabilities**

This credential may be earned concurrently with the B.A. degree or post B.A. Students must have passed the CBEST prior to registering for any education courses and the MSAT prior to Directed Teaching. The program requires the prerequisite classes (page 7) in addition to those requirements listed below. See “Other Requirements,” page 19.

**Teacher Education Classes****Prerequisite**

- HD 218 Cognitive Development: How Children Learn

**Methods**

- ED 220 Elementary Curriculum Workshop: Introduction to Developmental Curriculum & Science  
 ED 221 Curriculum Development: Mathematics  
 ED 222 Curriculum Development: Reading/Language Arts  
 ED 223 Curriculum Workshop: Social Studies and Integrated Arts

**Special Education Classes**

- HD 240 Models and Methods of Parent Involvement  
 HD 288 Developmental Assessment and Program Planning  
 MFT 475 Psychopathology of Childhood and Adolescence  
 SPED 239 The Child with Special Needs: an Interdisciplinary Perspective  
 SPED 243 Instructing the Student with Learning and Behavior Challenges

**Field Experience**

- HD 482 Developmental Practicum Seminar: 5–8 Years, or  
 HD 465 Reflective Teaching Seminar

**Directed Teaching—Public School**

- SPED 258 Directed Teaching: Moderate/Severe Disabilities

Note: To earn a MSTC Preliminary Credential, add HD 220 Sociolinguistics and one Directed Teaching in general education.

**Education Specialist Credential in Early Childhood Special Education**

This credential may be earned concurrently with the B.A. degree or post B.A. Students must have passed the CBEST prior to registering for any education courses and the MSAT prior to Directed Teaching. The program requires the prerequisite classes (page 7) in addition to those requirements listed below. See “Other Requirements,” page 19.

**Teacher Education Classes****Prerequisite**

- HD 218 Cognitive Development: How Children Learn

**Special Education Classes**

- HD 203 The Earliest Years  
 HD 240 Models and Methods of Parent Involvement  
 HD 288 Developmental Assessment and Program Planning  
 HD 337 Play, Language and Literacy Development, or  
 HD 246 Play in Childhood  
 HD 420 The Art of Observation  
 HD 480 Developmental Practicum Seminar: 0–3 Years, or  
 HD 481 Developmental Practicum Seminar: 3–5 Years, or  
 HD 465 Reflective Teaching Seminar  
 SPED 239 The Child with Special Needs: an Interdisciplinary Perspective  
 SPED 245 Early Childhood Special Education Curricula and Methods  
 SPED 259 Directed Teaching: Early Childhood Special Education

**■ POST GRADUATE CERTIFICATE**

Pacific Oaks offers a Post Graduate Certificate for Advanced Study in Human Development or Advanced Study in Early Childhood Education.

This program is open to human services professionals who already hold a Master's degree from an accredited institution and wish to participate in the Pacific Oaks learning process. Admission is granted based upon the student's development of an individual plan to meet the areas of competency and to meet the student's own individual interests. The certificate will be awarded after an assessment of the candidate's competence in the five areas required by Pacific Oaks (Development, Social and Political Contexts of Human Development, Communication, Research, and Implementation). The certificate is awarded based upon the assessment and completion of 15 units of course work. Assessment of competence and program planning will be conducted by the program advisor. These units may be



Betty Jones, Distance Learning Coordinator.

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 2000–2001. 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 (626) 397-1327 (for MFCC) and Director, Teacher Education (626) 397-1331.

**Emphases** Early Childhood Emphasis for Multiple Subject Teaching Credential. Contact: Teacher Education Department (626) 397-1331.

### 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 in 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. Field experience and student teaching are typically 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 degrees, programs, and specializations are available through the Weekend College.

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)
- Teacher Education/Credential Programs

### PASADENA SUMMER SESSION

Pasadena Summer Session begins in June and ends in July or early August. The eight week session includes weeklong and evening classes Monday–Friday and weekend classes. 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 two hours and 45 minutes per day. Most classes are offered from 5:00–7:45 p.m.

Weekend classes are also offered during Summer Session.

### PASADENA WEEKLONG CLASSES

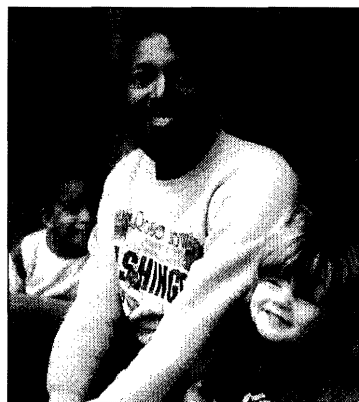
Weeklong classes are offered each term, typically early in the semester. Weeklong classes are usually scheduled from 8:30 a.m. – 4:30 p.m., and run from Monday through Friday. Reading and writing assignments are required prior to the first day of class. Early registration is required.

### 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

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.



**"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.*

In the Northwest and Northern California, classes are offered on weekends in Fall and Spring, and as Summer, Fall and Spring Weeklongs. Online classes are offered in Fall and Spring.

Northern California students must take one or more classes on the Pasadena campus, depending on their program. Online students must take at least two classes on a Pacific Oaks campus. 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., Campus 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. Two or three Weeklong classes are offered in January and 4–5 Weeklong classes are offered in July and August. (For course offerings for credential students, see Teacher Education below).

Most students are enrolled part-time and extend their program over 2–3 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:

Barbara Daniels, Ed.D., Program Director  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669, ext. 11

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 a full-time, ten-month graduate program approved

by the Washington State Board of Education which leads to teacher certification with endorsements in Elementary Education and Early Childhood Education. Upon completion of the certification program, students need only three additional classes and a thesis to complete their M.A. in Human Development. A B.A. is prerequisite for 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:

Merrilee Runyan, M.A., Academic Director  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669, ext. 12



*Denise Fogelman, alumna, PONW Director of Seattle's Village Project.*



### Pacific Oaks Northwest Faculty:

Sharon Cronin, Ph.D.  
Barbara Daniels, Ed.D.  
Leticia Nieto, Ph.D.  
John Nimmo, Ed.D.  
Merrilee Runyan, M.A.  
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 in Oakland during the Fall and Spring semesters and weeklong classes are held in June. Ten or more classes are offered each year, including all approach classes 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.

Two or more classes are also offered each year in the southern San Joaquin Valley, meeting in Visalia in Fall and Spring.

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 Academic Director for further information.

### Northern California Human Development Program:

Gretchen Brooke, Academic Director  
1515 Webster Street  
Oakland, CA 94612  
(510) 622-8130

### 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.

### 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 courses are offered in Pasadena (during all terms), Northern California (June) and Seattle (during all terms). (See page 53 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 is included in any degree program.

### Distance Learning Coordinator:

Betty Jones, Ph.D.  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1320 or (800) 613-0300  
betty\_jones@convene.com

### COOPERATIVE PROGRAMS

**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 10 and 15.

### COMMUNITY AND CONTINUING EDUCATION

Pacific Oaks Community and Continuing Education (CCE) offers community-based adult education programs and courses. Many of its programs are designed for those who are interested in pursuing careers in child development, human services, counseling or education. Students may transfer up to thirty units of CCE credit earned in these programs toward a B.A. degree at Pacific Oaks. In most cases, units earned through CCE can be applied toward the general education requirements for admission to the college and may be applied as electives toward the B.A. degree. CCE classes cannot substitute for the thirty-unit core requirement for the B.A. degree, which must be taken through the college, nor can they be applied toward the Pacific Oaks M.A. degree.

**Northern California CCE Program.** CCE offers a year-round series designed to meet the needs of child development professionals in the San Francisco Bay area who are working toward Title 22 and Title 5 (Child Development Permit) licensing requirements. In order to accommodate the schedules of working professionals, courses are offered at various locations in the Oakland area on weekends. Course offerings include: child development, curriculum, administration and supervision of early childhood programs, and parenting. Schedules are published two times a year. To obtain a copy, call (510) 547-3529.



*"Teaching as Performing Art" students participate in exercises designed to help children imagine, enact and reflect upon human experiences.*

**Pacific Oaks College Credit for CDA Credentials.**

Pacific Oaks offers up to 30 upper division semester units to qualified individuals who have earned the CDA credential by the portfolio assessment method (before June 1992 or Home Visitor). For information on fees and requirements, contact the CCE office.

**CCE Credit for Training Programs.** Individuals who have completed RIE (Resources for Infant Educators) or High/Scope TOT (Trainer of Trainers) training programs may be eligible for credit through Pacific Oaks CCE. For information on fees and requirements, contact the CCE office.

**Open Enrollment.** Most classes listed in the current Pacific Oaks College Schedule of Classes are open to the public on a space-available basis. Individuals may enroll in a class as a non-matriculating student for CCE credit provided: 1) individual has a high school diploma or equivalent, 2) there is space available at the first meeting, 3) individual has met class prerequisites, and 4) individual obtains instructor approval. For further information, contact the CCE office.

**Contract Programs and Services.** CCE provides in-service training, credit for preapproved workshops and conferences, and custom-designed vocational and paraprofessional certificate programs. Agency clients include Head Starts, JPTA programs, local school districts, and community-based organizations. CCE provides workshop and seminar credit for programs offered by organizations such as West Ed, RIE and High/Scope. We specialize in the following kinds of training: coursework to meet the California Child Development Permit requirements; K-12 teacher training; leadership, management and organizational change for educational and human service professionals; and certificate programs for adult reentry workers including welfare-to-work participants. For more information about contract services, please contact the CCE office.

**For further information:**

Pacific Oaks Community and Continuing Education

5 Westmoreland Place

Pasadena CA 91103

(626) 397-1362

FAX: (626) 577-3501

Northern California CCE

326 Haddon Road

Oakland CA 94606

(510) 547-3529

FAX: (510) 465-5484



*Carole Sharpe, Director of Advancing Careers in Child Development (ACCD), a research project of the College.*

**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:

98–99 Institutional Scholarship Eligibility:	April 15
Fall Semester:	July 1
Spring Semester:	November 1
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 completed.

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 (626) 397-1349 or (800) 684-0900.

### READMISSION

Students applying for readmission (those not enrolled for five or more years) must complete all current program requirements and register for a minimum of 6 units.

### 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 Academic Director or the Student Success Director to assist in this process, if they choose. Change of Advisor request forms are available from the Admissions Office. The form must be completed by the student and signed by the current advisor. Forms should be submitted to the Academic Director of your department or program. If the request is granted, the Academic Director will assign a new advisor and inform the appropriate parties.

Students who request a program change may be assigned a new advisor through the Admissions Office. (See: Change of Degree, Program, or Specialization, page 37.)

### ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Pacific Oaks is committed to providing program accessibility to all students. Students seeking accommodations for *documented* physical and/or academic challenges must self-identify themselves to the Student Success Office prior to the beginning of classes. Last minute requests may not be accommodated due to insufficient time to make appropriate arrangements. Note: Students who do not require accommodations do not need to make their disabilities known.

#### Accommodation Request Procedures

1. Students at all Pacific Oaks sites who are requesting disability accommodations must complete an accommodation request form and submit current documentation of their disability (no older than three years) to the Student Success Office located on the Pasadena Campus. (Note: Pacific Oaks does not provide diagnostic services.) Upon receipt of the required materials, the Student Success Director will contact the student initiating the request and review the next steps in the process.
2. The accommodation request and documentation will be reviewed by the Student Success Director and a determination made as to the nature and extent of accommodations that will be provided. The student will be notified in writing of the accommodations and the next step for obtaining those accommodations.
3. Specific accommodations will be arranged as follows:
  - A. Pasadena students: Accommodations to be provided will be coordinated directly with the Student Success Director.



Scott Zimmer, Assistant Librarian,  
Andrew Norman Library.

## GENERAL INFORMATION

### B. PONW and PONC students:

Accommodations to be provided will be coordinated by the designated disability coordinator at each site in consultation with the Student Success Director.

4. As appropriate and with the permission of the student, individual faculty will be informed of the need for accommodations to be made and the nature of the accommodation. Information about the nature of the student's disability will not be released by the Student Success Office or the disability coordinators at the individual sites.

Any questions regarding accommodations or the process for receiving assistance should be directed to the Student Success Director at (626) 397-1338.

### FINANCIAL AID

Pacific Oaks awards financial aid to admitted degree or credential 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 1 Spring Semester only

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

**APPLICATIONS WILL BE ACCEPTED AFTER THE DEADLINE DATE BUT AID CANNOT BE GUARANTEED.** If you miss a deadline, please contact the Business Office at (626) 397-1311 or (800) 699-1311, before the first day of class to make tuition payment arrangements.

You must re-apply for financial aid *every* year. Financial Aid applications are available every January. Students are strongly encouraged to apply early in order to meet the deadlines noted above.

### 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 \$200 to \$3,000 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. 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



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



*ReGená Booze, graduate and Human Development faculty member chats with student before the annual Burgess Lecture, a tradition since 1968.*

up to \$12/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 \$4,000 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 \$8,000 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 full time 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\***

### Scholarships (Unendowed)

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

**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 service 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. Financial Aid Transcripts from each school attended;

3. 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 Policy

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  
(626) 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.

### CAREER PLANNING

The Student Success Office assists students in clarifying career goals and objectives, exploring career opportunities and enhancing their job search techniques. Career guidance resources and services include: career advising, employment listings and transferable skills assessment. A number of seminars and workshops are provided on such topics as; assertiveness training, interviewing techniques, resume preparation, time management, decision-making and self-esteem development.

### 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 graduate levels. The collection, which numbers over 18,500 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 and Psyc-Lit 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, 10:00 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.

**Children's Library, California Blvd. Site** The Children's Library, located on the Children's School campus in La Loma House, houses a small collection of juvenile books as well as AV materials. 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 (626) 397-1355 or an archives volunteer at (626) 397-1393.

### RESEARCH CENTER

The Pacific Oaks Research Center coordinates action research projects carried out by faculty and

**"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*



staff, and practical outcomes that support quality improvement and new approaches to serving children and families. The Research Center is located at 65 South Grand Avenue, Pasadena. For further information, please contact the Coordinator of Grants and Contracts at (626) 397-1315 or 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. Submit official transcripts to the Admissions Office when transfer coursework has been completed, whether courses are for completion of entry requirements or additional transfer credit.
3. Register for classes as soon as the Schedule is published.
4. Complete drops, adds, and changes of class by the published deadlines (see Add/Drop, page ??).
5. 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.
6. 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.
7. 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).
8. 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.
9. Follow up on understandings and agreements with the student services offices and faculty.
10. 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 Director who will act as a facilitator in resolving the problem.
11. 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.
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 or denied.
14. It is the student's responsibility to check office hours before driving to Pacific Oaks. It is recommended that stu-

dents 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 po-

tential 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 Vice President 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 Vice President 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 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

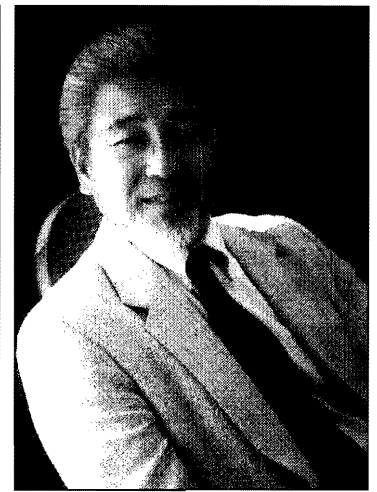
Students enrolled in the college are expected to conduct themselves in a manner compatible with the College's function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

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 Vice President.

### SEXUAL HARASSMENT POLICY

The Student Rights and Responsibilities outlined on page 30 echo Pacific Oaks' strong commitment to creating and maintaining an environment free from any type of discrimination. However, the college recognizes the need to establish a more defined policy regarding sexual harassment. Sexual harassment is destructive to the mission of the institution and will not be tolerated. The following is the College policy for sexual harassment complaints. Because of the importance of this policy, it is everyone's responsibility to bring such matters to the attention of proper personnel as quickly as



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

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

possible so that prompt, effective action can be taken. Pacific Oaks cannot act on matters of which it is unaware.

**Sexual Harassment Defined:** Sexual harassment, exploitation, or intimidation consists of nonconsensual sexual advances, requests for sexual favors, or other verbal or physical contact when:

- a. submission to such conduct is made explicitly or implicitly a term of admission, academic standing or employment;
- b. submission to or rejection of such conduct is used as the basis for academic evaluation or employment decision;
- c. such conduct has the purpose or effect of unreasonably interfering with an individual's educational or work performance, or of creating a hostile, offensive or intimidating environment for learning or working.

**Who May File a Complaint:** Any student, staff or faculty member may bring a complaint of sexual harassment against any other member of the College Community who is believed to have violated the policy.

**How to File a Complaint:** An informal complaint alleging a violation of the sexual harassment policy may be brought to any appropriate member of the College community. Examples of appropriate members of the College community would be: Supervisor, Academic Vice President, Dean of Student Services, Student Success Director or Personnel Manager. A person wishing to make a sexual harassment complaint has the following options:

- a. Informal resolution of the complaint by speaking directly with the person believed to be in violation of the policy; or by addressing the person believed to be in violation of the policy with the assistance of the appropriate member of the College community if agreed upon by said member.
- b. By filing a formal complaint with the Personnel Manager.

**Informal Complaints:** If a person wishes to pursue informal resolution of the complaint, the following procedures are relevant:

- a. The appropriate member of the College community pursuing the complaint with the complainant will notify the Personnel Manager in writing as soon as possible as to the existence of the complaint and will provide a summary of

the allegations. If the complaint involves the Personnel Manager, the President should be notified.

- b. In the informal complaint procedure, the person initially receiving the complaint will inform the complainant of the pertinent considerations involved, such as:
  1. the details of the complaint process;
  2. the issues involved in the complaint;
  3. possible resolutions;
  4. provisions in the policy for protection of the complainant's interests (confidentiality, need for truthfulness, keeping complainant informed of progress, action requested from complainant);
  5. provisions in the policy for protection of the accused's interests (confidentiality, need for truthfulness, right to be notified of any formal complaint);
  6. the fact that a decision to proceed informally at this time does not prevent the filing of a formal complaint at some later time.
- c. Every reasonable attempt will be made to handle an informal complaint in an expeditious manner.
- d. At any time during the process of the complaint, the person handling the complaint may refer the complainant to the Personnel Manager. At any time during the process of the complaint, the person handling the complaint may request assistance from the Personnel Manager. Otherwise the person handling the complaint will work with those involved until all parties are satisfied.
- e. The person handling the complaint will notify the Personnel Manager of the results of the informal complaint procedure in writing as soon as possible.
- f. Where resolution is not possible, the complainant has the option of filing a formal or informal complaint with the Personnel Manager.

**Formal Complaint:** The complainant may elect to file a formal complaint at any time. Formal complaints are to be filed with the Personnel Manager. The filing of a formal complaint requires that the person believed to be in violation of the policy be notified of the allegations. The Personnel Manager will be responsible for the investigation with the assistance of the department(s) involved. This investigation will include, but not be limited to, interviews with the complainant and the person believed

to be in violation of the policy. If the complaint is directed toward the Personnel Manager, the President will be responsible for the investigation. The purpose of the investigation is to establish whether there is a reasonable basis that the alleged violation(s) of the sexual harassment policy has occurred. The Personnel Manager will interview the complainant, the person believed to be in violation of the policy, and other persons believed to have pertinent or factual knowledge of the allegation. The possible outcomes of the investigation are:

- a. a finding that there is a reasonable basis that the violation occurred;
- b. a finding that there is no reasonable basis that the allegation occurred;
- c. a finding that the evidence is not conclusive one way or the other.

Every reasonable attempt will be made to conclude the investigation in an expeditious manner. When the investigation determines that there was a reasonable basis that a violation occurred the college will take appropriate action. Examples of appropriate actions include, but are not limited to:

- a. written notice in personnel file;
- b. reassignment of complainant;
- c. reassignment of person who is in violation of the policy;
- d. dismissal of person who is in violation of policy.

In the event the investigation reveals no reasonable basis that the allegation occurred, the complainant may pursue options outside the College such as filing a complaint with the U.S. Department of Education or by seeking private legal representation. If the complainant or the accused is not satisfied with the outcome of the formal complaint process, either party may ask the President to review the matter. The President will act in an expeditious manner as possible.

### 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 Director. 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, Director 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 Vice President). 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 Vice President (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 Vice President/Dean will review the entire appeal process and determine if a different decision is warranted. The Vice President's/Dean's decision will be communicated to the student in writing within 10 calendar days of receipt of the written appeal. The decision 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 Vice President/Dean, with concurrence of all parties involved.

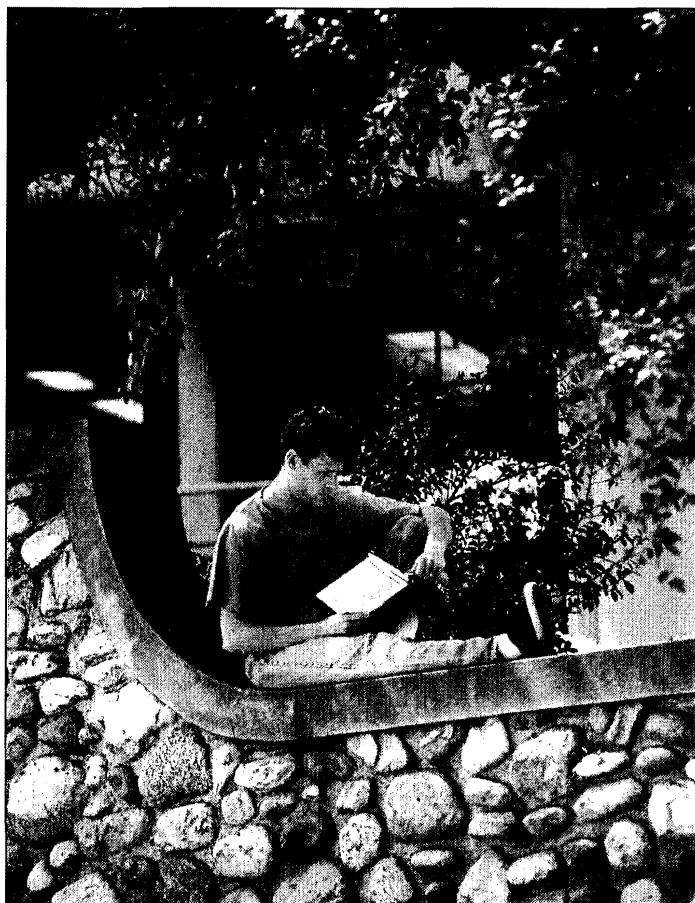
### SPECIAL ASSISTANCE FOR CHEMICAL DEPENDENCY

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.



*Merilee Runyan, Academic Director of Teacher Education at Pacific Oaks College Northwest.*



(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. ■

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

## GENERAL INFORMATION

### 1999–2000 TUITION AND FEES

Tuition	\$500
Application Fee for Admission	\$55
Application fee for readmission (absent 5 or more years)	\$55
Re-entry fee	\$30
Late registration fee	\$25
Late transaction fee (per transaction)	\$30
Student activity fee (per semester)	\$30
Online Access Fee (not charged to students currently enrolled online)	\$50/6 months
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)	\$500
B.A. per unit (upper division)	\$105
M.A. (B.A. equivalency) fee	\$3,150
Materials fee (per class)	\$15–50
Change of Program fee	\$15
Extension credit for College course (per unit)	\$135

### Graduation Fees

B.A.	\$40
M.A.	\$65
Multiple Subject Credential—Preliminary	\$40
Multiple Subject Credential—Professional Clear	\$40
Education Specialist 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
CCE Rush Transcript	\$15

### 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	\$24
Child Abuse Index check through:	
• California Department of Justice, Child Abuse	\$15
(See Children's School Administrative Secretary for paperwork.)	

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
---------------------------	------

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 add/drop period	100%
After the add/drop 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), MFT (Marriage, Family and Child Counseling) and Sp Ed (Special Education), all classes have the HD (Human Development) prefix. Class numbering does not indicate class level. All classes are consid-



ered graduate level, except DC 192, DC 401–406, and HD 098 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.

### 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?

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 Vice President's Office with required documentation.

**Satisfactory (S)** This grade is given when a student has successfully completed all class requirements.

**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 No-

vember) 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 37.*)

**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; 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.

### **ADD/DROP 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 Add/Drop 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 35).

### **CHANGE OF DEGREE/ PROGRAM/SPECIALIZATION**

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**

In order to participate in commencement, students must be fully admitted and have no outstanding coursework. In addition, 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.

### **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 seven 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 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.

Special emphasis is placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) strategies as they access core curriculum.

*Prerequisite:* HD 520 Cognitive Theory into Practice 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.

**ED 222 3 UNITS**  
**CURRICULUM DEVELOPMENT:**  
**READING AND LANGUAGE ARTS**

This course offers an introduction to the essentials of an integrative, balanced and developmental reading and language arts program for the 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 im-

plement a transitional reading/language arts program using both traditional and innovative approaches to serve a diverse population. Drawing on the works of Paulo Freire, Brian Cambourne, Marie Clay, Marilyn Adams, David Pearson and others, the course explores theories, research

and practices in the teaching of reading and writing: state standards; literacy issues in socio-cultural contexts and biases; elements of a comprehensive and balanced language arts program; contributions of the whole language movement; methods and assessments of phonemic awareness, phonics and spelling; shared reading, guided reading, read alouds and developing independent reading; journal and integrative writing; comprehension; interventions; mainstreaming for special needs students; and the role of environmental print, drama and music in language and literacy development. Special emphasis is placed on the inclusion of English language learners in an English Language Development setting or bilingual setting. Guest speaker(s) and films complement activities and discussion.

*Prerequisites:* HD 520 Cognitive Theory into Practice 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 required.*

**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 in-

dividual projects, discussion of current issues in education, and the use of film and video.

Special emphasis is placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) Strategies as they access core curriculum.

*Prerequisites:* HD 520 Cognitive Theory into Practice 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).

*Access to classrooms in elementary school settings is required.*

**ED 225 3 UNITS**  
**INTEGRATED THEMATIC**  
**INSTRUCTION: SCIENCE, SOCIAL**  
**STUDIES AND INTEGRATED ARTS**

This course integrates the requirements of ED 220 Introduction to Developmental Curriculum and Science and ED 223 Social Studies and Integrated Arts. In this class participants will explore the relationship between science, social studies, art and the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical thinking, and using the community as a real-world text. Additionally, participants will have opportunities to examine standard texts, curricula and materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. By creating at least one thematic unit, participants will demonstrate their knowledge of these content areas and their ability to infuse the curriculum with creativity and meaning to optimize student learning.

**ED 228 3 UNITS**  
**CURRICULUM DEVELOPMENT:**  
**BILINGUAL INSTRUCTIONAL**  
**METHODS**

This class is designed to provide a 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 opens children's minds, stimulates 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 CLAD or BCLAD 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:* Successful completion of all coursework, CBEST, MSAT and Certificate of Clearance.

### **ED 253 4 UNITS DIRECTED TEACHING: PRIMARY**

Student teachers work in grades 1, 2 or 3 at a public elementary school in a CLAD or BCLAD 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 dis-

cipline 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:* Successful completion of all coursework, CBEST, MSAT and Certificate of Clearance.

### **ED 254 4 UNITS DIRECTED TEACHING: UPPER ELEMENTARY**

Student teachers work in grades 4, 5, or 6 at a public elementary school in a CLAD or BCLAD 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:* Successful completion of all coursework, CBEST, MSAT and Certificate of Clearance.

### **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.

### **ED 501 3 UNITS REINVENTING TEACHING I: LEARNING ENVIRONMENTS, CLASSROOM MANAGEMENT AND ASSESSMENT**

In this class, participants examine their beliefs and assumptions about teaching and learning in order to develop a solid philosophical framework. This begins with an analysis of their learning histories and educational experiences. By understanding that learning is the intersection between the teacher, her/his students, and the learning environment, participants will learn to create classroom communities that foster the social, emotional and academic development of their students. Emphasis will be placed on developing and maintaining positive rapport with students, using multiple assessment tools to inform instructional practice, and building on children's strengths and interests.

### **ED 502 1 UNIT REINVENTING TEACHING II: CURRICULUM DESIGN AND IMPLEMENTATION**

This course focuses on successful planning for diverse student needs, interests and learning styles. Participants will prepare at least one thematic unit and several lesson plans that include goals, objectives, strategies, materials and assessment plans that are well-defined and coordinated with each other.

### **ED 503 1 UNIT REINVENTING TEACHING III: TECHNOLOGY IN THE CLASSROOM**

This course introduces teachers to the applications of computers in educational settings and fulfills the California Computer Education requirement for the Professional Clear Credential. Participants will develop strategies for using technology as a learning tool. Through hands-on training, they will investigate educational software and Internet resources, and how to integrate technology across the curriculum.



*Lorraine Lima, Pacific Oaks alumna and Trustee.*

**ED 504 3 UNITS**  
**REINVENTING TEACHING IV:**  
**INCLUDING THE CHILD WITH SPECIAL**  
**NEEDS AND IMPLEMENTING**  
**ANTI-BIAS CURRICULUM**

This course integrates the requirements for SPED 239 The Child with Special Needs and HD 471 Implementing Anti-Bias Curriculum. This class fulfills the Special Education requirement for the Professional Clear Credential. In this course, participants develop an understanding of how biases impact students, teachers, classrooms and schools. In light of this, each participant demonstrates compatibility with and the ability to teach students who are different from themselves. These include differences in ethnicity, culture, family, gender, ability, development and socioeconomic status. Emphasis will be placed on instructional strategies for working with students with special needs.

**ED 508 3 UNITS**  
**HUMAN DEVELOPMENT**  
**AND LEARNING**

This course provides interns with an overview of theories, research and knowledge of human development and learning across the life span, with a particular focus on critical pedagogy and the school-age years. Through the works of Darder, Erikson, Freire, Gay, Gardner, Gilligan, Hale, Kohlberg, Piaget, Ramirez and Castaneda, Vygotsky and others, interns explore aspects of physical, cultural, social, ethnic identity and intellectual growth and development. We begin with self-knowledge as we reflect on our own cultural identity and life-span development issues. Theoretical knowledge of the issues and behaviors at each age will be covered and bridged with practical classroom application. The course will also support the development of observation skills and formal and informal assessment strategies related to the ongoing identity, intellectual, social, linguistic and physical development of the learner from a transformative learning and culturally democratic perspective. Observing and supporting the learners' development of cultural negotiation and cultural democracy skills are included in this class.

This course is the equivalent of HD 200 for PONW Teacher Education interns.

**ED 513 3 UNITS**  
**TEACHING AND LEARNING IN**  
**A DIVERSE WORLD**

Interns learn to observe and identify key characteristics of a successful teaching/

learning environment. Attention is given to the basic philosophies of education which underlie current theoretical models of the classroom. These models are examined in detail from historical and functional perspectives. Interns explore ways to integrate these approaches in developing appropriate curriculum, effective management systems, assessment tools and classroom design and structure. Interns explore the role of the teacher in establishing classroom tone. This seminar addresses issues of culture, diversity and power in the classroom, including the cultural and learning needs of the ESL, bilingual and bicultural student. Interns are expected to reflect upon the cultural roots of their current perspectives, to develop a theoretical and practical understanding of anti-bias work in confronting the "isms" of contemporary society through curriculum, attention to learning styles and acknowledgment of their authority role as teachers.

This course is the equivalent of HD 400 for PONW Teacher Education interns.

**ED 520 3 UNITS**  
**COGNITIVE THEORY INTO PRACTICE:**  
**HOW CHILDREN LEARN AND ITS**  
**APPLICATION TO MATHEMATICS**  
**INSTRUCTION.**

This course integrates the requirements for HD 218 Cognitive Development: How Children Learn and ED 221 Curriculum Development: Mathematics. This class focuses on the theoretical and practical aspects of teaching mathematics. In keeping with the cognitive theories of Piaget and Vygotsky, emphasis will be placed on the implications of a constructivist theory in terms of the role of the teacher, the classroom environment, and student learning. Participants will therefore actively apply cognitive theoretical content to mathematics instruction. This course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learning-centered curriculum.

**ED 521 2 UNITS**  
**INTEGRATED MATH/SCIENCE**  
**CURRICULUM**

This seminar course is a model of developmental curriculum integration and creative learning environments. Emphasis will be placed on integrative approaches to elementary mathematics curriculum from experiential concrete manipulation to abstract symbolization and concept development. The goal is to connect theory

and practice, engaging the child's natural curiosity of mathematical patterns and relationships. Students will explore elements of physical and psychosocial environments, classroom management, manipulative math curriculum materials, and learning activities. Students will be introduced to basic principles of science and scientific inquiry as a way of understanding and implementing theory and practice of interactive curriculum.

**ED 522 2 UNITS**  
**INTEGRATED ART/LITERACY/**  
**LANGUAGE ACQUISITION**

Explores theories and practices in teaching reading and writing: literacy issues and socio-cultural contexts and biases, whole language, language experience, integrated phonics, individual assessment of language skills, and the role of the dramatic arts and music in language development. Developing a framework for learning that incorporates life experience as a source of oral and written language will be emphasized.

**ED 523 1-3 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 relationships 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.

Special emphasis is placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) Strategies as they access core curriculum.

*Prerequisites:* HD 520 Cognitive Theory into Practice or equivalent coursework in theories of cognitive development and



*Trevor Dobbs, MFCC faculty member.*

## GENERAL INFORMATION

HD 282 Social and Political Contexts of Human Development or HD 360 Advanced Studies in Diversity (or equivalent coursework 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 required.

Note: The 1-unit section of this course is only available to students enrolled in the Internship program.

### **ED 524 3 UNITS** **LITERACY THEORY INTO PRACTICE, A AND B: HOW CHILDREN BECOME LITERATE AND ITS APPLICATION TO LANGUAGE ARTS INSTRUCTION.**

This two-semester six-unit course fulfills the requirements for ED 222 Curriculum Development: Reading and Language Arts and HD 220 Sociolinguistics. This course focuses on the theoretical and practical aspects of teaching reading, writing, speaking and listening to elementary students in a diverse classroom. It also focuses on the development of language within the social context and its implication as one of the most powerful transmitters of culture. The unique needs of English language learners will be addressed throughout the course. Key issues include primary and second language acquisition, the role of language in learning, enrichment versus deficit models of schooling, bilingual/ESL education, and analysis of classroom discourse. This course meets a CLAD requirement in California.

### **ED 528 3 UNITS** **CURRICULUM DEVELOPMENT: BILINGUAL INSTRUCTIONAL METHODS**

This class is designed to provide a 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 531 2 UNITS** **INTRODUCTION TO URBAN SCHOOL**

Interns observe a variety of public school environments, focusing on the culture and politics of school institutions and diverse models of classroom practice, and participate in related discussion semi-

nars. Schools are chosen to highlight current educational issues and trends. The focus of the seminars is on educational structure and governance; school professionals and the law; student and parental rights and responsibilities; professional ethics and the law; school reform and trends in teacher evaluation.

This course is available to PONW Teacher Education interns only.

### **ED 543 3 UNITS** **CURRICULUM DEVELOPMENT: LANGUAGE AND LITERACY**

This year-long seminar introduces interns to the essential aspects of an integrative, developmental literacy program which includes reading, writing, speaking and listening. Interns explore a variety of theories of language development as well as approaches to the teaching of literacy skills in order to develop classroom practices that enable all children to become competent, effective users of language in all of its forms. Particular attention is placed on the learning needs of children whose first language is not English in order to support their literacy development in both English and the home language. In addition, socio-cultural contexts and biases as they relate to language and literacy development are explored and integrated into the development of instructional strategies. Interns will develop a working understanding of state learning goals (EALRs) in Reading, Writing and Communication as well as a variety of assessment processes developed to measure student growth and instructional effectiveness. The interns will complete the seminar by articulating their philosophy of literacy development as well as methods and strategies they intend to use in their own classrooms.

This course is available to PONW Teacher Education interns only.

### **ED 544 3 UNITS** **CURRICULUM DEVELOPMENT: MATHEMATICS**

This seminar is based on the curriculum standards of the National Council of Teachers of Mathematics as well as state learning goals (EALRs) in mathematics. Theory and practice are interwoven to establish an understanding of mathematics based on a problem-solving approach to mathematics instruction. Developmental theory, observations of children, information regarding learning styles, multiple intelligences and cognitive science provide a framework for the development of appropriate mathematical experiences. Interns broaden their own understand-

ing of number concepts, pattern, statistics and probability, geometry, and spatial sense, measurement and logical thinking through activities which develop concepts from the concrete manipulative-based level through the stages to abstract understanding and symbolization. The selection of appropriate materials and activities which will build strong conceptual understanding is stressed. Issues related to socio-cultural contexts and biases are integrated into the constructive, active learning environments. The role of assessment will be addressed through observation, discussion and information regarding the use of problem-solving tasks and portfolios of work.

This course is the equivalent of ED 221 for PONW Teacher Education interns.

### **ED 545 4 UNITS** **CURRICULUM DEVELOPMENT**

**a. Science:** Introduces interns to the constructivist approach to teaching science. Emphasis is placed on understanding science as a process of seeking answers to questions about natural phenomena by using hands-on experiences. Interns participate in activities from several curriculum sources. They prepare and facilitate open-ended science activities in the classroom where their students investigate a topic, debrief their observations and are able to revisit the topic. Interns will develop a working understanding of the state guidelines (EALRs) in science as well as a variety of assessment strategies. Additional issues such as social and cultural contexts, biases, effective questioning strategies and room organization will be considered in terms of strengthening the presentation of science lessons. Finally, this seminar is designed to enable interns to feel comfortable teaching science, to develop a broad vision of what can be considered science, and to integrate science topics across the curriculum.

**b. Social Studies:** Interns will utilize essential concepts and principles of social studies to design developmentally appropriate curriculum that is meaningful, relevant and interesting to students. A working understanding of the state learning goals (EALRs) and a variety of assessment methods will be developed. Readings and discussions will focus on approaches that provide opportunities for children to learn in a variety of settings,





that involve interns in doing in-depth investigations of topics of interest to them, and that are culturally relevant to the personal and social needs of the learner.

- c. **Technology:** Exposure to and practice with the latest classroom technologies including the Internet and World Wide Web is a key focus of this course. Issues relating to the appropriate use of technology at various developmental levels, classroom management, curriculum integration and access and equity are also addressed. Interns work extensively with Apple Macintosh and Apple IIE computers to explore numerous software titles in Math and Language Arts and to develop strategies for using computers for word processing, problem-solving, skills development and cooperative learning. Interns also work with portable Alpha Smart keyboards, camcorders, VCRs, Lego Logo kits, and graphics and database programs to investigate the powerful potential of these tools for both teachers and children. More basic technologies including 16 mm film projectors, overheads and opaque projectors are also explored.

- d. **Integrating the Curriculum:** This seminar presents development of integrated curriculum, thematic studies and creative learning environments in a hands-on interactive format. Interns build a framework for curriculum development and implementation through exploration of theory, role playing, materials, organization, management and educational issues. Classroom work and readings include the concepts of developmentally appropriate practice, learning styles and the multiple intelligences. Interns explore a variety of ways to integrate various content areas into curriculum planning.

- e. **Health and Physical Education:** Through a series of workshops, students are introduced to the role of health and physical education in the elementary classroom. Issues such as child abuse, sexuality education, nutrition and substance abuse are addressed.

This course is available to PONW Teacher Education interns only.

### ED 547 3 UNITS IMAGINATION AND CULTURAL EXPRESSION IN THE CLASSROOM

In this seminar interns will explore the creative process through art, music and drama. The emphasis will be on the arts as communication, as reflection of culture and history, and as a tool for community building and integrating all aspects of the curriculum.

This course is available to PONW Teacher Education interns only.

### ED 553 6-8 UNITS DIRECTED TEACHING: PRIMARY

Interns participate in a supervised placement in a primary (K-3) setting. One of the two required placements must be in a classroom of ethnic, linguistic, cultural and economic diversity.

This course is the equivalent of ED 253 for PONW Teacher Education interns.

### ED 554 6-8 UNITS DIRECTED TEACHING: INTERMEDIATE

Interns participate in a supervised placement in an intermediate setting. One of the two required placements must be in a classroom of ethnic, linguistic, cultural and economic diversity.

This course is available to PONW Teacher Education interns only.

### ED 562 1 UNIT REFLECTIVE SEMINAR

Interns meet regularly in small groups to discuss issues and problems that arise in their field placements. Specific attention is given to assessing and interpreting children's behavior and classroom management.

This course is available to PONW Teacher Education interns only.

## HUMAN DEVELOPMENT

### HD 098 0 UNITS GRADUATE COMPOSITION WORKSHOP

Primarily an enrichment writing class, this course will enable students to acquire clear and concise, yet illustrative and powerful skills to express themselves vitally through the written word. Whether in weekly reflection papers, journals, critical analyses, or when writing more technical papers such as research papers and, inevitably for some, the Thesis, this class will, through many written exercises, allow students to understand some basic strategies which will then unleash their own innate and un-tapped written communication abilities.

Not available for degree credit.

### 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.

#### Prerequisites for HD 201:

1. All of the following:
  - a. M.A. or post baccalaureate student
  - b. Knowledge of Erik Erikson's theory and other psychosocial theories
  - c. Knowledge of cognitive theories



- d. Ability to observe and interpret data
  - e. Ability to reflect on one's own and others' life development and process or
2. M.A. or post-baccalaureate student, and previous completion of HD 200.

Not open to B.A. Students.

### **HD 203 THE EARLIEST YEARS**

**3 UNITS**

Focus on the significance of earliest childhood, from birth to age three, in the human life cycle, with emphasis on trust and autonomy, sensory-motor explorations, and the beginning of language and play. This course will examine the range of typical and atypical development in diverse cultural contexts in the preschool years. Observation of child behavior from the perspective of its meanings for the child will be included. Students will develop skill in designing culturally relevant and inclusive home and group care environments for optimum development of caring relationships and learning.

### **HD 213 EVALUATING ENVIRONMENTS AND PLANNING FOR CHANGE**

**3 UNITS**

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

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

### **HD 218 COGNITIVE DEVELOPMENT: HOW CHILDREN LEARN**

**3 UNITS**

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 SOCIOLINGUISTICS: ISSUES OF LANGUAGE AND CULTURE**

**3 UNITS**

Focuses on the development of language within the 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. Emphasis will be placed upon issues of bilingualism and literacy as they relate to the process of bicultural development in American society; on analyzing primary and second language acquisition; and on instruction of bilingual learners. This course meets one of the CLAD requirements in California and a bilingual and/or ESL endorsement requirement in Washington.

### **HD 228 CHILDREN'S LITERATURE**

**3 UNITS**

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 COMMUNICATION FOR EMPOWERMENT**

**3 UNITS**

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 COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS**

**3 UNITS**

In spite of the fact that we spend a great deal of our time with others, rarely do we have an opportunity to see ourselves clearly as we interact with others. The capacity to see ourselves clearly in social interactions is the nucleus of our empathy and the basis of the helping process. Hence, knowledge of ourselves is, in-

deed, 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 240 MODELS AND METHODS OF PARENT INVOLVEMENT**

**3 UNITS**

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

### **HD 246 PLAY IN CHILDHOOD**

**3 UNITS**

An exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage children in using the skills that are prerequisites for academic learning. Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be considered. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

### **HD 250 DEVELOPING ANTI-BIAS CURRICULUM: TEACHING OUR VALUES TO OUR CHILDREN**

**3 UNITS**

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education



*Cynthia Holloway (left), events coordinator, and Lori Yonemitsu, program assistant and certification officer with the Teacher Education Program, work together on a project at the Seattle campus.*

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.

*Prerequisite:* HD 400 or permission of instructor.

**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.

**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.

**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 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.

This class may not be audited.

**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.

This class may not be audited.

*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 and HD 277B, or waiver.

**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 309 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 cycle issues will be addressed in a holistic way, looking at the needs of both parties as well as the social context of interactions.

**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.

**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 problem? How can you deal with issues that are not clear? How can you enable people to deal directly with others? This is an equivalent class for HD 240, Models & Methods of Parent Involvement, with permission of advisor.

**HD 337 3 UNITS  
PLAY, LANGUAGE 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; adult supervision; 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 oppression 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 bicultural 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



*Taka Nomura, member of the first faculty in 1945, Pacific Oaks Friends School, at a recent visit to the Children's School.*

- 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 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 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 services settings. Topics covered will include supervising adults, staff evaluation, leadership style, communication, and problem solving. Emphasis is on valuing diversity and respecting individuals; active, experiential learning; the interaction between theory and practice; the impact of social contexts on oneself 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 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 teachers 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 on-going growth and training of staff. We will discuss the skills and techniques necessary to administer a variety of early childhood education programs, including preschool and day care. Such issues as budgeting, record keeping, authority, communication and creativity will be discussed.

**HD 442 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 8 units.

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

This class is an in-depth examination of educational and therapeutic practices using ecological and historical perspectives. The content of the class is individualized, built upon the interests and issues of students. This class will examine

## GENERAL INFORMATION

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.

NOT AVAILABLE TO B.A. STUDENTS.

### **HD 452 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 452 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 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 Advisor.

### **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 Advisor.

### **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 Advisor.

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

Observation of one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed is required. Credit is based on 45 hours per unit of observation and reading.

NOT AVAILABLE TO B.A. STUDENTS.

*Prerequisite:* Permission of Advisor.

### **HD 460 3 UNITS SEMINARS IN BICULTURAL DEVELOPMENT AND EDUCATION**

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.

*Offered Weekends in Pasadena and Seattle.*

### **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 3 UNITS FOUNDATIONS OF TEACHING ART: RELEASING THE IMAGINATION**

Numerous studies show that students who are exposed to a creative and nurturing art program are also more likely to excel in all areas of school. If you have always considered yourself to be "art phobic" but have the desire to use art



*"My experiences here at PONW have been exhilarating. The friends and colleagues I have met will be with me forever. I have enjoyed the diverse population Seattle has to offer in its school system."*

*Beatrice Gordon  
Student*

*M.A. Human Development*



John Nimmo, Pacific Oaks College  
alumnus and PONW faculty member.

techniques in your classroom, this course is designed to empower you—and your students. We will explore art theory as well as hands-on art making. Beginning with an examination of the nature of creativity, the class will evolve into practical, hands-on techniques and concepts that can be put into immediate use. Areas of study will include printmaking, sculpture, cartooning, approachable and achievable drawing techniques, working with charcoal, pastels, watercolors, use of unorthodox materials, etc.

**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.

*Open to graduate students only.*

**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 471 3 UNITS**  
**IMPLEMENTING ANTI-BIAS CURRICULUM**

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 put-

ting anti-bias curriculum into action in the classroom.

**I—Early Childhood Education**  
**II—Elementary Education**

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

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

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.

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

**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 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 inter-

viewing 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. Learning objectives will include utilizing culturally sensitive methods to assess family needs, designing and implementing supportive social service and community structures, developing appropriate interventions and promoting effective communication and interaction 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, and our work with children and families.

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

This seminar is designed to provide an opportunity for students placed in Pacific Oaks' programs for children infant through age three, 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 3-4 UNITS**  
**DEVELOPMENTAL PRACTICUM**  
**SEMINAR: 3-5 YEARS**

This seminar is designed for students placed in Pacific Oaks' Preschool and Child Care programs, 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 3-4 UNITS**  
**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 anti-bias 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 1-3 UNITS**  
**SPECIAL TOPICS:**

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

**HD 499 1 UNIT**  
**SPECIAL TOPICS: RESEARCH PROJECT**

This is a 1 unit class offered as a way to meet the research competency requirement for students who take HD 200 Early Childhood Themes and Life Cycle Issues or HD 201 Advanced Studies in Human Development as a weeklong class. This class may also be used by students who wish to develop a research project. Students will learn about the process of writing a research paper, develop a research question, examine the literature relevant to their question, explore various ways of collecting and analyzing data, and complete a formal research paper.

**HD 601 3 UNITS**  
**ARTS AND SOCIAL CHANGE**

Treatment of societal issues in art as well as art education. Topics will include art as an anti-bias tool, the inclusive potential of art, and art as a political statement.

**HD 602 3 UNITS**  
**THE COMMUNITY AS CLASSROOM:**  
**FORGING CONNECTIONS THROUGH THE ARTS**

Every community has a wealth of people, places and organizations on which schools, human service agencies and other institutions can draw to enrich the quality of care, education and opportunities to construct meaningful experiences. Incorporating scholarship and methodologies

from visual and performing arts, folklore, oral history and intergenerational programs, this course views field trips and site visits by artists and local residents as being at the heart of the human services rather than enrichment activities. The course will explore ways to integrate the rich resources of local communities into classrooms and institutions that encourages exploration and discovery. Curriculum will include visits to studios of local artists, who will explore technical application in the arts through a variety of media. As part of the course, students will participate in a field trip of their own and develop a project based on the experience.

**HD 603 2-4 UNITS**  
**ART EDUCATION: FIELDWORK**

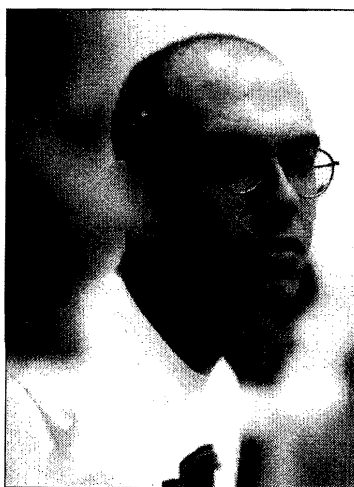
Students are required to spend a specific number of hours in a minimum of two different settings during the course of the semester. Responsibilities of the student must include planning, implementation and documentation of an art curriculum. Each student will create a portfolio that includes documentation of communication in four arts disciplines; communication and mastery in at least one art form; development and presentation of basic analyses of works of art from informed structural, historical and cultural perspectives; and the relation of various types of arts knowledge and skills within and across disciplines. Students will gain an informed acquaintance with exemplary works of art from a variety of cultures and historical periods and from combinations of those perspectives; and derive their own knowledge, beliefs and values for making personal and professional artistic decisions. Students will also acquire a well-grounded understanding of the nature, value and meaning of the arts as part of their own humanity.

Students are required to complete at least one fieldwork experience and could be expected to complete two. The specialization advisor would determine this based on the student's experience and program goals.

**HD 604 1 UNIT**  
**ART EXHIBITION**

In the course graduate students will plan and prepare for display, 15-20 selected pieces of project work, integrating accessible and affordable techniques and methods; design and distribute exhibition materials; and submit a portfolio of the exhibition along with a narrative about the process for the permanent collection.





Kevin McKeague, student at PONW.

## MARRIAGE, FAMILY & CHILD COUNSELING

### MFT 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.

### MFT 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.

### MFT 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 MFT license.

### MFT 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.

### MFT 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.

### MFT 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 MFT license.

### MFT 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 MFT license.

### MFT 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.

**MFT 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 MFT license.

**MFT 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.

**MFT 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.

**MFT 326 3 UNITS**  
**THERAPY WITH CHILDREN**

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.

*Prerequisite:* MFT 470—Clinical Theories of Child Development.

**MFT 374 1 UNIT**  
**ALCOHOLISM AND CHEMICAL DEPENDENCY**

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 MFT license.

*Offered on Weekends*

**MFT 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.

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

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, prob-

lem 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.

*Prerequisite:* MFT 221—Theories of Marriage, Family and Child Counseling.

**MFT 475 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. 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.

**MFT 500 1-2 UNITS**  
**INTRODUCTION TO TRAUMA, A AND B**

This class is an introduction to clinical victimology, trauma theory and practice for people working in a clinical setting 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.

A is a prerequisite for B.

**MFT 501 3 UNITS**  
**LATINO/A HISTORY AND CULTURE**

The topics in this course include the histories of Latino/a ethnic groups in their native countries and their histories within the United States. Histories of immigration, socio-economic conditions, classism and racism, and political issues will be discussed. Traditions, oral histories, literature, and the arts will be used as a way to further examine the documentation of history and its influence on the

culture and variations in behavior.

**MFT 502 3 UNITS**  
**LATINO/A FAMILY SYSTEMS**

This course will examine family systems and how Latino/a families are affected by their experiences in the United States. The varied constellation of families including the monocultural traditional family structure, as well as the emerging bicultural/biracial family structure, are among those to be studied. Issues, such as acculturation and generation, class, changing values and beliefs, gender roles, language, religion, spirituality, within group discrimination, the effects of immigration and status, health care, myths, taboos, and traditions will be included in developing a framework in which to understand Latino/a families.

**MFT 503 3 UNITS**  
**LATINO/A PSYCHOLOGY**

This course will study issues related to the development of the self and issues related to the mental health profession. Ethnic and self-identity development will be examined as well as the development of self in a collectivist culture. The strengths of the cultural traditions/practices will be examined in understanding the development of one's self worth, as well as the effects of discrimination, acculturation and bicultural experiences. Mestizo/a Psychology and Native Health Models and their application are an integral part of the course. Culturally sensitive theories, assessment and treatment models, cultural bias in assessment and testing, and racism in the mental health professions will be included.



*Debra Sullivan, Campus Dean, PONW.*

**MFT 505 3 UNITS**  
**COMMUNICATION AND COUNSELING SKILLS**

This is an introductory class in developing basic interview/communication skills for use in interpersonal relationships, working with students and parents in educational settings, and an emphasis on the counseling relationship. This class is designed to train the student to see oneself in social interactions in light of one's social/cultural/ethnic context, and to be able to communicate to others clearly, effectively and cross-culturally. There will be a strong emphasis on the skills of active listening, consisting of the skills of empathy, clarification, reflection of feelings, confrontation, as well as others. This will empower the student to function in the helper role of facilitator and counselor.

**SPECIAL EDUCATION**

**SP ED 239 1-3 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.

*Note:* The 1-unit section of this course is only available to students in the Internship program.

**SP ED 243 3 UNITS**  
**INSTRUCTING CHILDREN WITH LEARNING AND BEHAVIOR CHALLENGES**

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 3 UNITS**  
**INSTRUCTING CHILDREN WITH SEVERE DISABILITIES**

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. Incorporates Resource Specialist competencies. Meets concurrently with SpEd 243.

**SP ED 245 3 UNITS**  
**EARLY CHILDHOOD SPECIAL EDUCATION CURRICULA AND METHODS**

This course is designed to develop understandings of assessment and early intervention services for infants, toddler and preschool-age children, with disabling or at risk conditions.

Students learn to infuse developmentally appropriate practice into early intervention. The course is designed to provide participants with opportunities to observe multidisciplinary service provision, and to apply a family-centered focus. Best practices in early childhood and special education will be explored.

**SP ED 257 4 UNITS**  
**DIRECTED TEACHING: MILD/MODERATE DISABILITIES**

Teaching in special classrooms for the learning handicapped. Learning and demonstrating teaching skills in working with exceptional children, their families and other professionals. Planning and implementing appropriate individualized instructional programs. Providing a supportive climate for growth in interpersonal relationships. Evaluation of chil-

dren's progress and program effectiveness. All students in Directed Teaching must attend the Directed Teaching Seminar.

*Prerequisite:* Full admission to the Education Specialist Credential Program.

**SP ED 258 4 UNITS**  
**DIRECTED TEACHING:**  
**MODERATE/SEVERE DISABILITIES**

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 Education Specialist Credential Program.

**SP ED 259 4 UNITS**  
**DIRECTED TEACHING:**  
**EARLY CHILDHOOD SPECIAL**  
**EDUCATION**

This is a one-semester experience which includes two placements: one in a program for infants and toddlers and their families; and one in a preschool program that includes children with disabilities. Students will conduct assessments, and plan, implement, and evaluate interventions for the children in the program, under the supervision of a site-based supervisor and a college supervisor with expertise in this age group.

**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 474 3 UNITS**  
**THE YOUNG CHILD WITH**  
**SPECIAL NEEDS**

Students will engage in discussions, activities and observations pertaining to the key theories, philosophies and programs that have supported the development of early childhood special education. Relevant federal and state laws and regula-

tions and local policies will be analyzed. Best practices in early childhood special education and major characteristics, etiologies and effective intervention approaches for young children with special needs will be emphasized.

**SP ED 560 2 UNITS**  
**THE CHILD WITH SPECIAL NEEDS**

This seminar covers major educational issues and current trends for exceptional children ages three through fourteen years. Emphasis focuses on Public Law 94-142 and the Individuals with Disabilities Act (IDEA) as they relate to school services for students identified as slow, disabled and gifted learners, as well as effective classroom practices to meet the needs of all learners. Interns study and discuss the following topics: history of special education; litigation which influenced special education; legal aspects (rights of the identified disabled): characteristics of the exceptionalities; placement issues (IEP); inclusion and instructional methodologies to enhance academic, social, emotional and behavioral success of identified students.

This course is available to PONW Teacher Education interns only.

**Pasadena Weeklong Classes**

**1999 JULY (Summer)**

HD 200 Early Childhood Themes and Life Cycle Issues

**1999 AUGUST (Fall)**

HD 282 Social and Political Contexts of Human Development  
HD 232 Communication Skills and Individual Dynamics

**2000 JANUARY (Spring)**

HD 310 Conflict Resolution and Mediation

**Pacific Oaks Northwest**  
**Weeklong Classes**

**1999 JULY (Summer)**

HD 310 Conflict Resolution and Mediation  
HD 340 Leadership in Education

**1999 AUGUST (Fall)**

HD 200 Early Childhood Themes and Life Cycle Issues

**Northern California Weeklong**  
**Classes**

**1999 JUNE (Summer)**

HD 401 Working with Adults  
HD 415 Emergent Curriculum

**2000 JUNE (Summer)**

HD 410 Developmental Education

# ADMINISTRATION

**Carolyn H. Denham,**  
Ph.D., President

**Bill Ewing,**  
M.A., Vice President, Finance and  
Sponsored Programs

**Jennie Spencier Green,**  
Ph.D., Academic Vice President/  
Dean of Faculty

**Susan Hunter Hancock,**  
M.S., Dean, Student Services

**Sandra Klasky,**  
Ph.D., Vice President, Development  
and Public Relations

**Deborah Owens,**  
M.S., Dean, Academic Services

**Gayle Perry-Nunley,**  
Director, Personnel

**Debra Sullivan,**  
Ed.D., Campus Dean, PONW

**Barbara Daniels**  
**Program Director**  
**Human Development, PONW**  
Ed.D., Seattle University, Leadership. M.A., Pacific  
Oaks College, Human Development. B.A., University  
of Washington, English and Education.

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

**Connie Destito**  
**Academic Director, MFCC**  
M.S.W., University of California, Los Angeles, Social  
Work. B.A., California State University, Los Angeles,  
Sociology. Licensed Clinical Social Worker, State of  
California.

**Trevor Dobbs**  
M.A., Fuller Theological Seminary, Marriage and  
Family Counseling. B.A., Pepperdine University.

**Shana Frazin**  
**Visiting Faculty**  
M.A., Pacific Oaks College, Multiple Subject Teaching  
Credential. B.A., University of California, Los Angeles.

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

**Dorothy Granger**  
**Academic Director**  
**Human Development, Pasadena**  
Ph.D., Fielding Institute, Human and Organizational  
Systems. M.S., Simmons College, Library and  
Information Science. M.A., Governors State  
University, Women's Studies. A.B., Indiana  
University, English.

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

**Cynthia Grutzik**  
**Visiting Faculty**  
Ph.D., University of California, Los Angeles,  
Education. M.A., University of Arizona, Language,  
Reading and Culture. B.A., Westmont College,  
Education/Diversified Studies

**Toni Guajardo-Gonzalez**  
**Visiting Faculty**  
Ph.D., California School of Professional Psychology.  
M.S., California State University, Los Angeles,  
Psychology. B.A., California State University, Los  
Angeles, Speech Pathology/Audiology.

**Magdalena Ruz-Gonzalez**  
**Visiting Faculty**  
**Co-Academic Director**  
**Teacher Education Program, Pasadena**  
M.Ed., DePaul University, Reading/Learning  
Disabilities. B.A., Northeastern Illinois University,  
Elementary Education/Bicultural Studies.

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

**Dino Koutsolioutsos**  
MFCC; Ph.D. (ABD), Pacifica Graduate Institute.  
M.A., Loyola Marymount University, Counseling  
Psychology.

**Wei Li-chen**  
**Visiting Faculty, PONW**  
Ph.D., University of Illinois, Champaign-Urbana,  
Early Childhood Education. M.Ed., University of  
Illinois, Champaign-Urbana, Early Childhood  
Education. B.Ed., Njing Normal University, China,  
Preschool Education.

**Judith Magee**  
**Visiting Faculty,**  
**Distance Learning**  
M.A., Pacific Oaks College, Human Development.  
B.A., University of California, Davis, Psychology.

**Leticia Nieto, Visiting Faculty, PONW**  
Psy.D., Ryokan College, Clinical Psychology. M.A.,  
Azusa Pacific University, Student Affairs and Human  
Development. B.A., George Fox College, Psychology.

**John Nimmo**  
Ed. D., University of Massachusetts, Early Childhood  
Education and Development, M.A., Pacific Oaks  
College, Human Development. B.Ed., Southern  
Australia College of Advanced Education, Early  
Childhood Education. Diploma of Teaching, Brisbane  
College of Advanced Education, Elementary and  
Early Childhood Education.

**Maria del Pilar O'Cadiz**  
**Visiting Faculty**  
Ph.D., University of California, Los Angeles, Social  
Sciences and Comparative Education. M.A.,  
University of California, Los Angeles, Latin American  
Studies. M.Ed., University of California, Los Angeles,  
Administration, Curriculum and Teaching Studies.  
B.A., Oberlin College, Latin American Studies, Spanish.

**Deborah Owens,**  
**Dean of Academic Services**  
M.S., University of California at Davis, Child  
Development. B.S., University of California at Davis,  
Human Development.

**Paige Parker-Hayes**  
M.A., California School of Professional Psychology.  
M.A. Stanford University, Communications. M.A.,  
Bank Street College of Education, Early Childhood  
Education. B.A., Howard University, Education.

**Rebecca Rojas**  
Ph.D., University of Southern California, Counseling  
Psychology. M.A. Pepperdine University, Psychology.  
B.A., California State University, Long Beach, Music  
Therapy.

**Merrilee Brooks Runyan,**  
**Academic Director, Teacher Education**  
**Program, PONW**  
Organizational Development. M.A., Claremont  
Graduate School, Education. Secondary Teaching  
Credential, Cameron State College. B.A., Stanford  
University, History.

**Zakiya Stewart**  
Ed.D., Seattle University. M.A., University of Chicago.  
B.A., Loyola University.

**Debra Sullivan, Campus Dean, PONW**  
Ed.D., Seattle University, Educational Leadership.  
M.A., Seattle University, Curriculum and Instruction.  
B.A., University of Washington, Cultural Anthropology.

**Beth Weinstein**  
M.A., University of Washington, Sociology. M.A.,  
Stanford University, Education. B.S., Cornell  
University, Human Development.

**Olga Winbush**  
M.A., Pacific Oaks College, Human Development.  
B.A., University of California, Los Angeles,  
Sociology.

# 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.

**Gretchen Brooke**  
**Academic Director, PONC**  
M.A., Pacific Oaks College, Human Development.

**Gayle Burns**  
**Visiting Faculty**  
**Co-Academic Director**  
**Teacher Education Program, Pasadena**  
M.A., California State University, Los Angeles,  
Education. B.S., Syracuse University, Communications.

**Karen Cardell**  
**Visiting Faculty**  
M.A., Pacific Oaks College, Human Development.

**David Chavez**  
**Visiting Faculty**  
Ph.D., University of California, Berkeley, Clinical  
Psychology. M.A., University of California,  
Berkeley, Clinical Psychology. A.B., Harvard  
University.

**Martha Clark**  
M.A., Pacific Oaks College, Human Development.  
B.A., Pacific Oaks College, Human Development.

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

**Sharon Cronin**  
Ph.D., University of Washington, Bicultural/Bilingual  
Studies. M.A., Pacific Oaks College, Human  
Development. B.A., University of Washington, Bilingual  
Bicultural Studies.

*"The people at Pacific Oaks were there  
for me and helped me find a way to  
fulfill my dream. My greatest  
satisfaction is knowing I am able  
to help people create a foundation  
on which they can build the rest  
of their lives."*

*Mi Hyung-Lee*

*Counselor-in-Training*

*Glendale College*

*Alumna, Pacific Oaks College*

## Pacific Oaks Adjunct Faculty

### Marcela Abadi

M.A., Pacific Oaks College, Human Development. Washington Teacher Certification, Pacific Oaks College.

### Daudi Abe

M.A. (Thesis pending), Pacific Oaks College, Human Development. B.A., University of Santa Clara.

### Bonnie Armstrong

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

### Robin Armstrong-Hugg

Ph.D., The American University, Special Education. M.A., Eastern Michigan University, Emotional Disturbance. B.A., Eastern Michigan University, Social Work.

### Linda Beck

Ed.D., University of California, Los Angeles, Educational Administration. B.A., University of California, Santa Barbara, Developmental Psychology.

### Carol Blake

Ph.D., California Graduate Institute of Professional Psychology, Clinical Psychology. M.A., California Graduate Institute of Professional Psychology, Psychology. M.F.A., UCLA. B.A., UCLA.

### Judy Bordin

Ph.D., Fielding Institute, Human Development. M.A., Pacific Oaks College, Human Development. B.A., California State University, Chico, Child Development. Community College Teaching Credential. Standard California Elementary Teaching Credential. Early Childhood Education Specialist Teaching Credential.

### Jarratt Brunson

M.A., University of Chicago. B.A., University of Wisconsin.

### Susan Byers

M.A., Pacific Oaks College, Human Development. B.A., The Evergreen State College, Liberal Arts.

### Martha Carr

M.A., Pacific Oaks College, MFCC. B.A. (equivalence), Pacific Oaks College, Human Development.

### Margie Carter

M.A., Pacific Oaks College, Human Development. B.S., Northwestern University, Primary Education.

### Pam Carter

M.S., Indiana University.

### Sue Choi

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

### Sarah Clark

M.A., Pacific Oaks College, Human Development. B.A., Guilford College, Psychology.

### Bruce Cowan

M.S.W., University of California, Los Angeles. B.A., California State University, Los Angeles.

### Mae Pendleton Cowan

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

### David Curtius

M.A., Pacific Oaks College, Marriage, Family, Child Counseling. B.A., California State University, Los Angeles, Japanese.

### Ardella Dailey

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

### Mayet Dalila

B.A., University of Washington

### Barbara De Hart

Ed.D., University of California, Los Angeles, Executive Career Leadership. M.A., University of California, Los Angeles, Education. B.A. Bradford College, Humanities. California Clear Credential.

### Katherine del Monte

M.A., Pacific Oaks College, Human Development. B.A., San Diego State University, Journalism.

### Grant Dermody

B.A., University of Washington.

### Joan Engman

M.A., Pacific Oaks College, Human Development. B.S., California State University at Los Angeles, Nursing. MFCC, R.N.

### Mara Esposito

M.A. (Thesis pending), Pacific Oaks College, Human Development. B.A., The Evergreen State University.

### Kathleen Evans

M.A., Pacific Oaks, Human Development.

### Tonita Fernandez

M.A., Pacific Oaks College, Human Development. B.A., University of La Verne.

### Robert Fitch

M.A., B.A., California State University, Los Angeles, Clinical-Abnormal Psychology.

### Anna Gaiter

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

### Magda Gerber

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

### Nickie Godfrey

M.A., California State University, Northridge, Educational Psychology, Counseling/Guidance. B.A., University of California, Los Angeles, Sociology.

### Patricia Gray

M.A., Pacific Oaks College, B.A., California State University, Los Angeles.

### Caroline Green

M.A., Adams State College, Special Education. B.A., Arizona State University, Education.

### Ed Greene

Ph.D., Indiana State University, Child Development/Early Learning. M.A., Pacific Oaks College, Child/Human Development. B.A., DePaul University, Music.

### Gaye Gronlund

M.A., Pacific Oaks College, Human Development. B.A., Florida State University, Philosophy.

### Ruth Anne Hammond

M.A., Pacific Oaks College, Human Development. B.F.A., Southern Methodist University, Dance.

### Dorothy Hays Grant

M.A., Pacific Oaks College, Marriage, Family, Child Counseling. B.A., California State University, Los Angeles, English. California Standard Teaching Credential.

### Merna Hecht

M.A., University of Washington.

### Brenda Ingram

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

### David Jacobs

Ed.D., Nova University, Early and Middle Childhood Education. B.A., Alabama State University, Art/Social Studies.

### Debra Jenkins

M.A. Pacific Oaks College, Human Development. B.A. (ABLE), Pacific Oaks College, Human Development. A.A.S., Clark College, Early Childhood Education.

### Katie Kissinger

M.A., Pacific Oaks College, Human Development. B.A., Marylhurst College, Social Science.

### Kim Kmetz

MFCC; M.S., California State University, Los Angeles, Psychology. B.A., UCLA, Psychology.

### Nancy Lissaman

M.A., Pacific Oaks College, Human Development. B.A., Stanford University, History.

### Esperanza Martell

M.S. Hunter College, B.A., City University of New York

### Dee Dee Mascarenas

M.A., California Family Study Center. B.A., University of Southern California, Psychology.

### Judith Matson

Ph.D., National University, Clinical Psychology. M.A., Pacific Oaks College, Human Development. B.A., Pacific Oaks College, Human Development.

### Patricia McDonald

M.A. (Thesis pending), Pacific Oaks College, Human Development. B.A., Western Washington University.

### Jane Meade-Roberts

M.A., Pacific Oaks College, Human Development. B.A. and Teaching Credential, California State University, Northridge, History.

### Kristine Melroe

B.A., Luther College

### Jan Miller

M.S., Bank Street College of Education, Education. California Standard Teaching Credential. New York State Permanent Certificate.

### Jean Mills

M.A., California State University, Los Angeles. B.A., California State University. A.A., Pasadena City College.

### Ruth Monroe

M.A., Pacific Oaks College, Human Development. B.A., Pepperdine University.

### Judith Morris

M.A., California Graduate Institute. B.A., Goucher College.

### Jocelyn Myres

B.A., California State University, Hayward, Elementary Education, Black Studies.

### Joan Newcomb

M.S.T.C., Pacific Oaks College. M.F.A., University of Washington, Seattle, Ceramics. B.F.A., University of Illinois, Urbana, Fine Arts.



College founder Margaret Yarrow visited the Children's School in May of 1998.





*Susan Lio Arcaris, Chair, Board of Trustees.*

**Judith Nygren**

M.A., George Washington University, Early Childhood/Special Education. B.A., Smith College.

**Naomi Peete**

M.S., Morgan State University. B.A., Coppin State College.

**Carol Ann Phillips**

M.A., California State University, Los Angeles. B.A., New York University. A.A.S., Nursery Education, Cobleskill, New York.

**Lulaellen Pilgrim**

M.S., University of Utah, Educational Psychology and Counseling. B.S., Utah State University, Elementary Education.

**Julie Powers**

M.A., Pacific Oaks College, Human Development. B.S., University of Arizona, Child Development & Family Relations.

**Giselle Ragusa**

Ph.D., University of Southern California, Curriculum, Teaching and Special Education. M.Ed., University of Southern California, Early Childhood Special Education. B.S., University of Southern California, General Studies/Business Administration.

**Elizabeth Kay Stritzel Rencken**

M.A., Pacific Oaks College, Human Development, Specializing in Early Childhood Education. B.A., University of Arizona, Tucson, Education.

**Robert Rencken**

M.Ed., University of Arizona, Counseling. M.S., University of Arizona, Child Development. B.A., Rutgers-The State University, Psychology.

**Gretchen Reynolds**

Ph.D., Claremont Graduate School, Education. M.S., Bank Street College, Education. B.A., Wilson College, Psychology. Teaching certification in elementary education.

**Terryl Ross**

M.S., Syracuse University, Public Relations. B.A., Eastern Washington University, Government, Commercial Recreation.

**Carol Jean Sharpe**

M.A., California State University, Bakersfield, Early Childhood Education. B.A., California State University, Fresno, English.

**Theresa Slaght**

B.S., Kansas State University.

**Riley K. Smith**

M.A., Trinity University, Education.

**Tilman Smith**

M.A., Pacific Oaks College, Human Development. B.A., University of Colorado, History/French. Washington Teaching Credential.

**Elaine Stockton**

M.A., Pacific Oaks College, Human Development. Child Development Associate and Early Childhood Education Certificate.

**Ruth Tavlin**

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

**Laurie Todd**

M.A., Pacific Oaks College, Human Development. B.S., Portland State University, History.

**Judith Tolley**

M.A., Pacific Oaks College, MFCC.

**Shoba Vinson**

M.S., Texas Tech University, Human Development and Family Studies. M.S., Jadavpur University,

Calcutta, India, Child Development. B.S. Jadavpur University, Home Science.

**Silvia Voorhees**

Ph.D., University of Washington, Leadership and Policy Studies. M.A., California State University, Fresno, Special Education. B.A., California State University, Fresno, Education.

**Mary Louise Walker**

M.Ed. (Thesis pending), Seattle University. B.Ed., Seattle University.

**Linda Weisberg**

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

**Christine Wright**

Ph.D., New York University. M.S., Bank Street College of Education, A.B., Vassar College.

**Neal Wrightson**

M.A., Teachers College, Columbia University. California Multiple Subject Teaching Credential. B.A., California State University, Sonoma.

**Barbara Yasui**

M.Ed., University of Washington, Early Childhood Education. B.A., Stanford University, Psychology.

**Lori Yonemitsu**

M.Ed., University of Hawaii, Manoa.

**Faculty Members Emeritae**

**Carroll Borland-Parten**

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

**Mio Polifroni**

M.A., Pacific Oaks College and Claremont Graduate School, Human Development. Graduate work, School of Social Service, University of Chicago. B.A., University of Chicago, Social Service Administration.

**Elizabeth Prescott**

M.A., Los Angeles State College, Psychology. B.A., University of Denver, Social Sciences and Mathematics.

**Molly Scudder**

M.A., Goddard College. B.A., Nursery Training School at Boston (Tufts University).

**BOARD OF TRUSTEES**

Susan Lio Arcaris, *Chair*

Katherine B. Schwarzenbach,  
*Vice Chair*

Elena Phleger, *Vice Chair*

Ann Barrett, *Secretary*

Gary Birkenbeuel, *Treasurer*

Carolyn H. Denham, *President*

Thomas Baxter

Susan Caldwell

Thomas Batcheller Cox

Joan Favvre

Susan Futterman

Priscilla Gamb

Katharine Harrington

Graeme Henderson

Margaret Heritage

Dennis Hernandez

Alan Kumamoto

Phaedra Ledbetter

Lorraine Lima

Dorothy Matthiessen

Judith McDonald

Kathryn Nack

Thomas Nugent

Jeffrey Prater

Andrea Rabinowitz

Jack Scott

Larry Smith

J. Donald Thomas

Dana Treester

Yoland Trevino

Jeanne Vaughn

Leon Woods

Susan Pickering, ex-officio

**Mentors**

Marvin Hoffenberg

Asenath "Kennie" Young

**Life Trustees**

Marjory Dickinson

Elizabeth Purcell

Betty Williams

**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

\* deceased



## CALENDAR

## SUMMER 1999

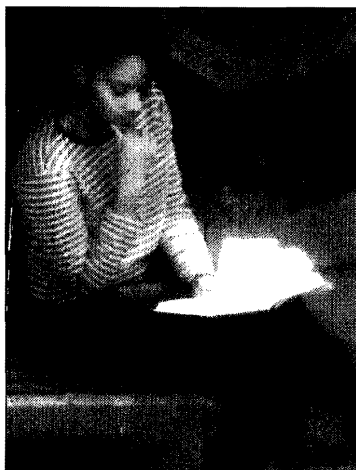
March 19	Deadline: Registration for Summer Directed Teaching
April 5 – May 1	Summer Registration Period
April 15	Deadline: Application for Admission
	Deadline: Financial Aid Application (Summer, Summer/Fall, Summer/Fall/Spring)
May 1	Deadline: Summer Registration (Late fee applies after this date)
May 31	Holiday (Memorial Day)
June 1	Summer Session Begins
June 21	Children's School Practicum Orientation
June 22	Children's School Practicum Begins
July 5	Holiday (Independence Day)
July 9	Deadline: Registration for Independent Study and Master's Thesis
July 31	Summer Session Ends

**FALL 1999**

April 5 – June 15	Fall Registration Period
June 4	Deadline: Registration for Fall Directed Teaching
June 15	Deadline: Fall Registration (Late fee applies after this date)
July 1	Deadline: Application for Admission
	Deadline: Financial Aid Application (Fall, Fall/Spring)
August 1	Fall Semester Begins
August 2	Fall Weeklong Classes Begin
August 2 – 6	New Student Advising Period
August 6	Deadline: New Student Registration
September 6	Holiday (Labor Day)
September 7	Traditional Fall Classes Begin
	Children's School Practicum Orientation
September 8	Children's School Practicum Begins
September 20	Holiday (Yom Kippur)
October 15	Deadline: Registration for Independent Study and Master's Thesis
November 11	Holiday (Veteran's Day)
November 25 – 26	Holiday (Thanksgiving)
December 17 – January 2, 2000	Faculty and Student Winter Break
December 23 – 24	Holiday (Christmas)
December 30 – 31	Holiday (New Year's)
December 31	Fall Semester Ends

**SPRING 2000**

November 1, 1999	Deadline: Application for Admission
	Deadline: Financial Aid Application (Spring 2000)
November 1 – December 1, 1999	Spring Registration Period
November 12, 1999	Deadline: Registration for Spring Directed Teaching
December 1, 1999	Deadline: Spring Registration (Week Long and Traditional)
	(Late fee applies after this date)
December 30 – 31, 1999	Holiday (New Year's)
January 1, 2000	Spring Semester Begins
January 3	Spring Weeklong Classes Begin
	Financial Aid Applications for 2000–2001 available
January 10 – 14	New Student Advising Period



*In the Elizabeth E. Herrick Courtyard.*

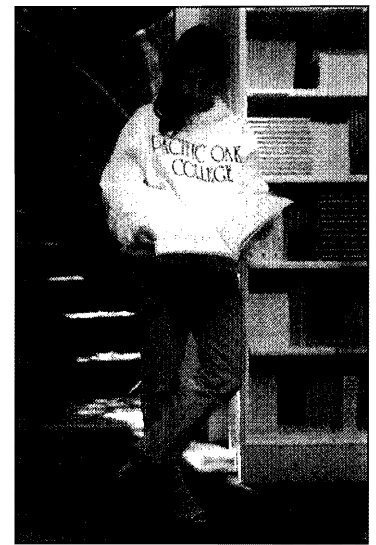
January 14	Deadline: New Student Registration
January 17	Holiday (Martin Luther King, Jr.)
January 29	Spring Traditional Classes Begin
February 21	Holiday (Presidents' Day)
March 1	Deadline: Application for May Commencement (Late fee applies after this date)
March 10	Deadline: Registration for Independent Study and Master's Thesis
April 17 – 21	Spring Break
April 21	Holiday (Good Friday)
May 21	Commencement
May 29	Holiday (Memorial Day)
May 31	Spring Semester Ends



*Students enjoying the Summer Outreach Luncheon.*

# INDEX

About Pacific Oaks .....	2	Infants and Toddlers .....	10, 16
Accommodations for Students		Lactation Consultant .....	10, 15
with Disabilities .....	26	Latino/a Family Study Project .....	18
Add/Drop .....	37	Leadership in Education .....	15
Administration .....	54	Leave of Absence .....	36
Admissions .....	26	Libraries .....	28
Advising .....	26	Locations and Time Frames .....	22
Alumni Association .....	Inside Back Cover	M.A., ABLE Option .....	12
Appeal Procedure .....	33	M.A. Curriculum Specializations .....	13
Archives .....	29	M.A. Human Development Requirements .....	11
Art Education .....	9, 13	M.A. in Marriage, Family and	
B.A., ABLE Option .....	8	Child Counseling .....	16
B.A. Curriculum Specializations .....	9	May Complete Policy .....	37
B/CLAD Emphasis .....	19, 20	Mission Statement .....	Inside Front Cover
B.A. Human Development Requirements .....	7	Multiple Subject Teaching Credential .....	19
Bicultural Development .....	13	Office Hours .....	26
Board of Trustees .....	56	Overview of Programs .....	3
Calendar .....	57	Post Graduate Certificate .....	21
Career Planning .....	28	Post Master's Training in	
Chemical Dependency .....	33	Clinical Child Development .....	18
Child Care .....	9, 14	Privacy Rights .....	31
Children in the Classroom .....	30	Professional Clear Credential .....	20
CLAD, B/CLAD Emphasis .....	19, 20	Program/Specialization Change .....	37
Class Descriptions .....	38	Research Center .....	29
Class Numbering System .....	35	Sexual Harrassment .....	31
Class Waiver Process .....	36	Social and Human Services .....	16
Clinical Child Development .....	18	Special Education Credential .....	20
College Policies .....	30, 36	Student Conduct .....	31
Community and Continuing Education .....	24	Student Rights and Responsibilities .....	30
Curriculum Philosophy .....	6	Student Services Information .....	26
Degrees, Programs and Specializations .....	6	Teacher Education/Credential Programs .....	19
Developmental Education .....	10, 14	Transcript Requests .....	36
Distance Learning .....	22	Transfer Requirements .....	6
Early Childhood Education .....	10, 14	Tuition and Fees .....	35
Eligibility for Registration and		Tuition Refund Schedule .....	35
Commencement .....	37	Veterans Policies .....	37
Evaluations .....	36	Weeklong Class Schedule .....	53
Faculty .....	54	Work With Infants and Toddlers .....	10, 16
Financial Aid .....	27		



*Alumna Dena Walco, Coordinator of Recruitment, checks out what is new at the College Bookstore in Pasadena.*

