

Pacific Oaks College

2008 – 2009
CATALOG



VALUE THE CHILD, CHANGE THE WORLD





Carolyn H. Denham

MISSION

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and the valuing of the uniqueness of each person. Its primary focus is placed upon all needs of young children and their families, and all those who, in a direct or indirect manner, touch their lives each day.

Education at Pacific Oaks includes academic, research, clinical, and community outreach components to develop an understanding of those settings within which a child acts and which, in turn, affect a child's development. Pacific Oaks promotes educational practices within the institution, profession, and public schools that encourage learners to find their own voices, to take stands in the face of opposition, and to exercise competence in collaboration with others.

*Approved by the Board of Trustees
December 6th, 1986*

*Reaffirmed by the Board of Trustees
February, 2001*

Welcome to Pacific Oaks College and Children's School. Pacific Oaks is a unique learning community. The Children's School and the College share a strong commitment to quality education and respect for diversity. At Pacific Oaks diversity means more than numbers of students in categories. It means learning how to treat one another and knowing enough about one another to develop and communicate respect.

My vision for Pacific Oaks has three parts:

- First, the College will be the leading West Coast institution preparing professionals to teach and to work with children and families.
- Second, the Children's School will be nationally acclaimed as a model for early childhood education.
- Third, Pacific Oaks will be a leader in the national conversation on children and families, a place people turn to for wise advice.

"The fact that Pacific Oaks College has remained focused on its specialization has allowed the College to develop a reputation as the best place for the education of professionals working with children and families."

Carolyn H. Denham, Ph.D.
President

The fact that Pacific Oaks College has remained focused on its specialization has allowed the College to develop a reputation as the best place for the education of professionals working with children and families. Today, 1,250 students take classes on the main campus in Pasadena, online, or in off-site academic centers such as Chico, Oakland, Palm Springs, Porterville, San Diego, and Visalia. Enrollment at the College is growing each year. At the same time, all classes at the

College remain small, allowing students and faculty to develop the close working relationship that is a hallmark of a Pacific Oaks education.

Graduates of Pacific Oaks College become leaders in professions of teaching and working with children, youth, and families. The faculty, staff, and administration at Pacific Oaks are here to help you make your professional journey both rewarding and meaningful. We welcome you to the Pacific Oaks community.

Sincerely,

Carolyn Denham

Carolyn H. Denham, Ph.D.
President



Pacific Oaks' new building at 45 Eureka Street, Pasadena.

Letter from the President	Inside Front Cover
About Pacific Oaks	2
Admission for Degree, Certificate, Permit and Teacher Education Programs	5
Financial Aid	9
Academic Programs	
Degrees, Programs and Specializations	12
General Information	
Locations and Time Frames	34
Collaborative Programs	35
Library	36
Tuition and Fees	37
College Policies	38
Student Conduct, Complaints and Appeals	47
Course Descriptions	50
Administration and Faculty	66
Board of Trustees	68
Calendar	69
Index	71

Cover photos by Human Development Faculty Member Larry Garf.

Accreditation 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 nondiscriminatory regarding race, gender, religion, ethnicity, physical ability, sexual orientation, or age.

Students may review institutional accreditation and/or licenses in the President's Office at 5 Westmoreland Place during normal working hours, or by contacting WASC at:

Western Association of Schools and Colleges
985 Atlantic Ave., Suite 100
Alameda, CA 94501
(510) 748-9001

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.

INTRODUCTION

Pacific Oaks College is a unique educational institution offering upper division and graduate-level college programs in human development, counseling, and teaching credentials.

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. Today, over 200 families and 40 teachers have joined our inclusive community where each individual is provided with an opportunity to

learn and contribute in an environment of acceptance.

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 work 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. 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. In recognition of our unique teaching/learning pedagogy, Pacific Oaks received a Special Commendation for Distinguished Achievement in Undergraduate Education from the American Association of Colleges and Universities.

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including those 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. Respect, in interactive classes drawing on the rich experience of the faculty and students alike, includes honoring the confidentiality of personal experiences shared in class discussion.

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

Schedules of Classes is found on the Pacific Oaks College website at www.pacificoaks.edu. There is no printed Schedule. Students register through their faculty advisors. Students register after meeting with their faculty advisor. If you do not know who your faculty advisor is, contact the administrative assistant in your academic department.

Departments

Distance Learning
Main Line: (626) 397-1340

Human Development
Main Line: (626) 397-1310

Marriage and Family Therapy
Main Line: (626) 397-1327

Teacher Education
Main Line: (626) 397-1331

OVERVIEW OF PROGRAMS

Pacific Oaks College offers upper division classes leading to a B.A. degree in Human Development; courses of study leading to two teaching credentials: Preliminary Multiple Subject English Learner Teaching Credential and Education Specialist Credential (Mild/Moderate Disabilities); graduate courses leading to two M.A. degrees: Human Development and Marital and Family Therapy (MFT). The MFT degree has two culturally-based specializations: Latina/o Family Studies and African American Family Studies. Pacific Oaks also offers 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 often 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.

Specializations are optional areas of focus which are designed for students who have a specific interest in one of the areas outlined below. Some specializations are available only in Pasadena.

The College offers these specializations at the B.A. level: Art Education, Child Care, Developmental Education, Early Childhood Education (with sub-specialization in Play, Language and Literacy), Human Development and Social Change, and Infant/Toddler Care and Development. Students may also, in cooperation with their advisor, design

a study program directly meeting their needs and interests.

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

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 Marital and Family Therapy.

The B.A. equivalent earned through the M.A. ABLE admissions option is not a baccalaureate degree and may not be accepted at other institutions or professional organizations. The B.A. equivalent is intended to provide students with the necessary prerequisites to enroll in the ABLE master's degree programs.

The option to do a specialization in the M.A. in Human Development is also available. The specializations are: Art Education; Bicultural Development; Child Care; Developmental Education; Early Childhood Education; Human Development and Social Change; Infant/Toddler Care and Development; Social and Human Services; and Leadership in Education and Human Services: with sub-specializations in Administration/Supervision, College Teaching/Teaching Adults, and Parent/Community Work.

The M.A. in Marital and Family Therapy expands students' competencies in counseling families with young children, providing students with the educational qualifications for the California MFT License. Specializations in Latina/o Family Studies and African American Family Studies are offered in a cohort format.

Pacific Oaks offers two California teaching credentials: the Preliminary Multiple Subject English

Learner Credential (elementary) and the Education Specialist Credential (Mild/Moderate) Level I and Level II.

For students interested in applying for any level of the California Child Development Permit, Pacific Oaks courses can meet Permit requirements for ECE/CD courses, specialization units, administration and adult supervision. Pacific Oaks B.A. (or B.A. equivalent, for M.A. ABLE students) is approved by the California Commission on Teacher Credentialing to meet the B.A. option/requirement for the last three levels of the permit: Master Teacher, Site Supervisor and Program Director.

M.A./ABLE students who have completed the Assessment of Experience seminar and have met all requirements for full admission may request a verification letter from the Pacific Oaks College Registrar. The date of the B.A. equivalent is the completion date of the student's graduate admission process. The B.A. equivalent is posted on the transcript.

The academic year includes three semesters, Fall and Spring; two time frames, Weekday and Weekend; several locations; online courses; and a six-week Summer Session. One-week sessions are also offered in January and during the summer in Pasadena, and may be available during the summer at other sites.

Pasadena Campus

The Pasadena campus of Pacific Oaks is located on beautiful, tree-shaded sites in the heart of historic Pasadena. The craftsman-style bungalows and modern office buildings 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, week-long classes are offered within each semester.

Distance Learning: Programs Outside of Pasadena

Two academic programs, Human Development and Marital and Family Therapy, sponsor degree programs in California outside of Pasadena at Academic Centers. In addition, Human Development

offers degree programs Online.

In 2008-2009 cohort programs in Human Development are under way in Oakland, Salinas, Santa Cruz, Chico, Sacramento, and Porterville. An M.A. in Marital and Family Therapy with a specialization in Latina/Latino Family Studies is under way in Visalia. Planning for future off-campus programs is in progress.

Online programs leading to the Human Development B.A., M.A. and Post-Graduate Certificate extend access to a Pacific Oaks College education nationally and internationally. Most online classes last 10-12 weeks; some four-week modules are scheduled throughout the year. The curriculum online is the same as that offered in face-to-face classes. Two face-to-face classes are recommended for students in the Online degree programs. They may be attended as week-long intensives.

Curriculum Philosophy

The curriculum in Human Development, Marital and Family Therapy, and the Teacher Education programs is organized around five areas in which students are expected to be competent. The competencies are:

- Development: Understanding of developmental theories.
- Diversity: Understanding and valuing diversity, including an anti-bias approach.
- Implementation: Ability to implement theories and empower others.
- Communication: Ability to communicate with others in a connective way.
- Research: Ability to collect, process, and evaluate data through research.

Each of these competencies, except research, has a required core class. These classes introduce active learning, as well as subject areas. Since the core 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.

ADMISSION FOR DEGREE, CERTIFICATE, PERMIT AND TEACHER EDUCATION PROGRAMS

UNDERGRADUATE ADMISSION

Traditional Admission

Pacific Oaks offers only upper division courses at the undergraduate level. Applicants for the B.A. degree in Human Development must have a minimum of 70 semester units of transferable courses from accredited two- or four-year institutions. In addition, applicants must be able to critically analyze literature and situations, and possess strong oral and written expression skills. Consideration will be given to the potential to succeed in an experiential academic program.

Minimum Units Requirement

Minimum number of units for undergraduate students:

- 12 units to be full time
- 9 units to be three quarter time
- 6 units to be half time

Admission By Life Experience (ABLE)

To be considered for admission to the B.A. degree through the ABLE option, a student must:

1. have completed 60 semester units of college credit, including general education requirements.
2. have 5 or more years of professional-level work in a human services position, and
3. have the ability to conceptualize about their experience and communicate this conceptualization.

Students are admitted provisionally by interview and will be considered for full admission upon successful completion of the one-unit Assessment of Experience class and all general education requirements. A minimum of 60 transfer units are required for admission. Applicants with no more than two outstanding courses from the four general education categories may be considered for admission.

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 traditional admission. (This requires consent of the ABLE Coordinator and a Program Change submitted to 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.

B.A. degree 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. HD 498 Assessment of Experience counts as 1 unit towards the B.A. degree.

It is recommended that students take only HD 498 Assessment of Experience in their first semester whenever possible. Since Assessment of Experience counts as 1 unit toward the B.A. degree, students applying for financial aid may not be eligible for aid during their first semester. Financial aid may 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.

General Education Transfer Requirements

Transfer requirements for traditional admission to the B.A. degree program include completion of a minimum of 70 semester units with a grade of "C" or higher (a minimum of 60 units through the ABLE option). Only courses taken at colleges and universities accredited by regional commissions will be accepted. Please check with the transfer center at the colleges attended to see if an articulation agreement is in place to assist you in selecting acceptable courses for transfer. The Pacific Oaks Admissions Office 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. Applicants with no more than two outstanding courses from the four general education categories may be considered for admission.

In addition to external transfer opportunities outlined above, applicants may transfer Pacific Oaks Extended 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.

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, Critical Thinking, Speech/Communication, Foreign Language (introductory level—1st-2nd semester, 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, Symbolic Logic, and Zoology. Additional courses may include Accounting, 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, Political History, Political Science, Linguistics, Psychology, Social Geography, Sociology, and U.S. History.
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), Literature, Music Theory or History, Philosophy, Comparative Religion and Theater History. Additional courses may include: Drama, Children's Literature, Foreign Language (Intermediate: 3rd semester), Music or Art for Children, Performance, Studio Art courses, and Ethnic/Cultural History.
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.

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

Applicants may earn up to 76 lower division semester units of classes listed under the four basic areas and acceptable electives. Additional upper division units may be awarded up to a maximum of 94 units.

Proof of B.A. degree or completion of 60-70 transferable semester units is required for all admissions. If you are admitted with any of the above general education deficiencies, then we highly recommend that you complete them within your first year of matriculation to avoid delay in graduation.

Options for Earning Additional Transferable Units

Applicants who meet all admission transfer requirements and have more than 76 lower division units may have the option of transferring up to 94 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 in Child Development or Early Childhood Education (Note: ECE courses used to meet the nine unit minimum requirement in categories 1 through 4 are excluded);
3. Completed at least 18 units in Psychology, Sociology or Anthropology (Note: Introduction to Psychology, Introduction to Sociology/Cultural Anthropology and the remaining 3 units required to meet the 9-unit minimum requirement in this category are excluded);
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 the traditional B.A. degree program. M.A. applicants using the ABLE option may transfer only upper division units beyond 94.

Transcript Evaluations

Prospective students may request a free unofficial

transcript evaluation which will be completed by an Admissions Counselor. Please call (626) 397-1349 or (800) 684-0900 for an appointment.

GRADUATE ADMISSION

Traditional Admission

Applicants for Pacific Oaks graduate degrees, the M.A. in Human Development and the M.A. in Marital and Family Therapy, must have an earned B.A. degree from a regionally accredited college or university. Verification of the award of the B.A. degree must be received by the Admissions Office as follows: Fall applicants by October 1; Spring applicants by March 1; and Summer applicants by July 1. In addition, applicants must be able to critically analyze literature and situations at a graduate level, and possess strong oral and written expression skills. Consideration will be given to the potential to succeed in an experiential academic program.

Minimum Units Requirement

Minimum number of units for graduate students:

- 8 units to be full time
- 6 units to be three quarter time
- 4 units to be half time

Admission By Life Experience (ABLE)

To be considered for admission to either M.A. degree 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 requirements (see page 5).
2. not have a Bachelor's degree,
3. have 10 or more 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,
4. 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. A minimum of 60 transfer units are

required for admission. Applicants with no more than two outstanding courses from the four general education categories may be considered for admission. Assessment of Experience should be taken during the first semester in which it is offered following provisional admission.

Students admitted via the ABLE option to the B.A. degree must petition the Admissions Committee to change to the M.A. ABLE option. Since this may affect the financial aid award, any student considering such a switch must talk with a Financial Aid counselor before initiating any change.

In HD 698, the graduate 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. Early Years Theory
2. Later Years Theory
3. Constraints on Human Development
4. Work with Behavioral Data
5. Sensory Experiences
6. Working with Adults

The B.A. Equivalent fee 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.

Students do not earn a B.A. degree, and the B.A. equivalent may not be accepted at other institutions or professional organizations. The degree requirement is waived on the basis of documented experience, and the student is admitted directly into graduate standing. The B.A. equivalent will be posted on the transcript and the student may request a letter of verification.

The total number of Pacific Oaks units that a M.A. in Human Development 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*
60-79	42
80-99	39
100-119	36
120 or more	33

*Completion of some specializations within the degree program may require additional units. Completion of the M.A. in Marital and Family Therapy degree program will require a minimum

of 49 units of course work.

Required graduate units include one unit for the Assessment of Experience class.

Admission by Foreign Baccalaureate

Some Baccalaureates earned in other countries are not considered equivalent to a U.S. Bachelor's degree. Pacific Oaks offers an admission option to help those students who received only three years of undergraduate degree credit. We will evaluate students' courses to determine what is needed to complete our general education requirements. Once those are met and the student has a total of 120 semester credits, she/he can begin taking courses in our graduate programs in Human Development or Marital and Family Therapy.

Graduate Admission for Pacific Oaks B.A. Students (Second Degree)

Pacific Oaks B.A. students applying for a Pacific Oaks Master's degree must have completed their B.A. degree or be fully admitted to the B.A. degree program, have applied for graduation through the Registrar and be enrolled in their final semester.

ADMISSION TO TEACHER EDUCATION PROGRAM

Upon application to the Teacher Education Program, students choose whether they want the Education Specialist Credential (Mild/Moderate) Level I or Level II or the Preliminary Multiple Subject English Learner (MSEL) Teaching Credential.

Applicants can be admitted to any of the Teacher Education programs only after the California Basic Educational Skills Test (CBEST or CSET) is passed. Until then, applicants are admitted to degree programs only. A student may be admitted to the Teacher Education Program as a B.A. or M.A. student, as a B.A. degree student admitted through the ABLE option, or as a post B.A. student enrolled only in the credential program.

Note: Applicants with a California B.A. degree in Education may not be admitted to a credential program by CCTC regulations.

Admission to the Professional Level II Education Specialist Credential requires an interview with a Special Education advisor. The SB57 Early Completion option is now available.

Admission to the Intern Program (MSEL OR SPED)

To be admitted as an Intern, candidates must have the following requirements met upon admission:

- An earned B.A.
- CBEST passed

- CSET passed
- Subsequent recommendation for an Intern Credential requires a Certificate of Clearance, U.S. Constitution competency and an offer of employment.

ADMISSION TO THE MFT PROGRAM

As part of the admission process, an admission interview will be scheduled with MFT faculty. Students are provisionally admitted to the program with a review for full admissions following the completion of 18 units. Admission to the MFT degree program is for the Fall and Spring semesters only.

ADMISSION TO THE POST GRADUATE CERTIFICATE PROGRAM

To apply for admission to the Post Graduate Certificate Program, applicants must hold a Master's degree from a regionally accredited institution and work in the area of human services. Admission is granted based upon the applicant's development of an individual plan to meet the areas of competency and to meet her/his own individual interests.

INTERNATIONAL STUDENT ADMISSION

Based on U.S. Homeland Security regulations, international students must be enrolled full-time at the Pasadena location, and therefore are not eligible for admissions to the Distance Learning program.

International applicants must have non-U.S. transcripts evaluated by an international transcript evaluation agency before the transcripts can be used to determine admission. Please contact each individual agency for details on how to obtain an order form; fees must be paid by the applicant. Check with Admissions for an approval list of international transcript evaluation agencies.

All international applicants for whom English is a second language, with the exception of applicants who have an undergraduate degree from an English language university, must take the international Test of English as a Foreign language (TOEFL) and have the scores sent directly to the Admissions Office. A score of 213 or above on Computer-based TOEFL is required for admissions. Scores may be no more than two years old.

All international applicants must have an admission interview in person or by phone prior to admission. The Admissions Office will contact applicants regarding the interview when the applicant's file is complete. International students who are requesting to transfer from another U.S. insti-

tution must submit a letter from the international student advisor stating the student is in good standing with the institution.

Applicants must submit an International Student Financial Statement and supporting documents in addition to the Admissions Application. International applicants must meet application deadlines. International students are not eligible for institutional financial aid.

When an international student is admitted, a letter of admission and an I-20 form is sent to the student. The student must take these to the nearest U.S. Embassy or Consulate in order to receive an international student visa. This should be done as soon as possible to ensure entrance to the U.S. in time to matriculate for the student's desired term.

All international students are subject to federal government regulations.

MATRICULATION POLICIES

Students admitted/readmitted for Summer 2008, Fall 2008 and Spring 2009 will be governed by this catalog.

NON-MATRICULATING STUDENT STATUS

College classes may be taken on a space available basis. Apply as a non-matriculating student by contacting the Admissions Office at (626) 397-1349 or (800) 684-0900. Applicants must be high school graduates or have a GED.

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.

FINANCIAL AID

Pacific Oaks awards financial aid to admitted degree or credential students in accordance with a federally established policy. Financial aid is available to help fill the gap between personal resources (parents' contribution, student's and spouse's income, savings, etc.) and cost of attendance. Pacific Oaks participates in a variety of Federal and State Financial Aid programs and also awards a limited amount of privately donated scholarship 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, credential, or certificate 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 Extended Education classes or for fees and/or units documented through the ABLE Assessment Process. A special payment plan for ABLE charges is available.

Application Deadlines

Financial aid forms received by the Financial Aid Office by the following dates will ensure timely processing and priority consideration for institutional scholarships.

April 15	Summer Session
April 15	Fall Semester
October 1	Spring Semester

Applications will be accepted after the deadline date but institutional scholarship aid cannot be guaranteed. Students must re-apply for financial aid every year. Financial Aid applications are available every January.

SOURCES OF FINANCIAL AID

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

Federal Aid

Pell Grant Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on their first undergraduate degree.

Supplemental Education Grant Program (SEOG) Grant program for undergraduate students with exceptionally high financial need. (Priority given to Pell Grant recipients.)

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

Subsidized Stafford Loan Variable rate long-term repayment loan program with 8.75% interest cap, provided through private lenders such as banks, credit unions, and savings and loan associations. Loan amount is based on student need. Note: Repayment of Stafford Loans does not begin until 6 months after a student graduates, drops below 1/2-time status, or leaves school. Interest is paid by the Federal government while student is in school.

Unsubsidized Stafford Loans Variable rate loan with cap of 8.75% interest, provided by private

lender such as banks, credit unions, and savings and loan associations. Interest accrues immediately and is payable 60 days after receipt of final disbursement. 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 the last disbursement of funds per academic year.

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

State Aid

Cal Grants Established to assist able and financially needy undergraduate students who are residents of California. Cal Grants awarded on the basis of academic achievement and need. For more information about the Cal Grant program, please visit www.calgrants.org.

Pacific Oaks Scholarships

Our institutional scholarships are awarded to students based on need, scholarship availability. While there is no supplemental application to process to apply and qualify for these funds, students must first complete their financial aid applications by the aforementioned deadlines. Award recipients also must maintain a minimum of 4 units per semester (graduate students) and 6 units per semester (undergraduate students) to preserve eligibility for our institutional scholarships.

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. Additional scholarship information can be found on the Internet or at local public libraries.

PACIFIC OAKS FINANCIAL AID APPLICATION PROCESS

The following forms are required:

1. Pacific Oaks College Financial Aid Application
2. Completed and signed FAFSA (Free Application for Federal Student Aid).

All forms must be received and an admitted status to a degree program confirmed before an award letter will be generated. Students should allow 3-5 weeks for the Department of Education to process the FAFSA and an additional 4-6 weeks before receiving an award letter packet from the Pacific Oaks Financial Aid Office.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

To be eligible for federal and state financial aid Pacific Oaks students must meet and maintain both the quantitative (maximum time frame) and qualitative (academic standing) aspects of Satisfactory Academic Progress (SAP) as defined below:

Quantitative measures the number of completed units necessary to complete a program of study versus the number of attempted units (classes attempted but either failed (X) or not completed (I, WP, W or NC). For Pacific Oaks students, attempted units cannot exceed 150% of the number of units scheduled to complete their course of study at Pacific Oaks. If it is determined a student cannot mathematically finish the program within the 150% time frame, they become ineligible for any further federal financial aid.

Qualitative measures a student's academic standing ensuring they are consistent with the requirements for graduation from a program. The qualitative aspect of SAP For Pacific Oaks students is determined by:

- Students not having more than six (6) units of "Incomplete (I)", "Work in progress (WP)", "Withdrawal (W)" or "No Credit (NC or X)" at the point of SAP evaluation.
- Students maintaining an evaluation of "Satisfactory (S)" in 75% of the courses attempted in a semester as described in the Pacific Oaks academic SAP policy.

A student must earn the required number of units and be able to graduate in the prescribed amount of time. The process of monitoring all students' progress will occur once per semester. At any point if it is determined that the student has not met the requirements of SAP, the student will be placed on financial aid probation for the following term.

The financial aid SAP standards may be different than that of academic SAP standards which describe the requirements to stay in the program to earn a degree. Where differences exist, the following standards set forth in this policy shall be used to determine eligibility for aid.

Student Status

Although an undergraduate student should enroll in a minimum number of units each semester for normal progress in the completion of degree requirements the Pacific Oaks College recognizes the federal regulation that states the minimum number of units for full-time undergraduate students must be at least twelve (12) units. Pacific Oaks graduate students must be registered in at least eight (8) units to be considered full time. Satisfactory progress for each semester is based on the completion of no less than the number of units for which the student was funded (i.e. full-time, part-time). Satisfactory progress for the year is based on completion within a twelve-month period of the number of units for which the student was funded.

Number of units an undergraduate student must register, attempt and receive a grade for:

- 12 units by the end of the semester to be full time
- 9 units by the end of the semester to be three quarter time
- 6 units by the end of the semester to be half time

Number of units a graduate student must register, attempt and receive a grade for:

- 8 units by the end of the semester to be full time
- 6 units by the end of semester to be three quarter time
- 4 units by the end of semester to be half time

Students must maintain a minimum half time status in order to be eligible for federal financial aid.

Grades

All “Satisfactory” (S), “Withdrawal” (W) and No Credit (NC or X) grades will initially be calculated for all SAP evaluations.

Although “Incomplete” (I) grades will not be calculated in the initial academic SAP evaluation, they will initially be calculated when evaluating SAP for funding purposes as is the case with “Work in progress (WP)” grades. Any student who receives an “I” or “WP” grade will be given up to one month prior to the end of the subsequent semester in which the “I” or “WP” was given to submit any required coursework necessary to satisfy the completion of the class. If the prescribed requirements are not satisfied by the end of the subsequent semester the student will be placed on financial aid probation for the following semester.

If the “I” or “WP” grade is not updated to an “S” by the end of the second semester following the semester in which the “I” or “WP” was received the student will be given a financial aid termination notice.

Students will receive a “W” grade for classes dropped after the scheduled add/drop date but remain eligible for federal aid upon verification of the drop date falling after the scheduled add/drop date.

Students who accumulate more than six (6) units of “Incomplete (I)”, “Withdrawal (W)” or “No Credit (NC or X)” on their transcript at any given time will be placed on financial aid probation and given up to one month prior to the end of the subsequent semester to evaluate, rectify and submit any required coursework necessary to satisfy the Pacific Oaks SAP requirements. If the student still maintains more than six (6) units of “Incomplete (I)”, “Withdrawal (W)” or “No Credit (NC or X)” on their transcript by the end of the semester following the semester in which the “I” was received the student will be given a financial aid termination notice.

Student will remain eligible for financial aid while on financial aid probation.

Financial Aid Probation and Termination

If it is determined that a student has an “I” grade, has more than six (6) units of “I”, “WP”, “W”, “X” or “NC”, is failing to maintain 75% of “S” grades during the courses attempted in a semester or has reached the graduation time limits, the Financial Aid office will proceed as follows:

- On the first non-consecutive occurrence, the student will be sent a financial aid SAP Probation Contract informing them that in order to continue receiving aid the following semester they must fulfill and sign the contract agreeing to achieve the requirements by the end of that semester
- On the second consecutive occurrence (while on probation), the student will receive a Termination Notice indicating that since they failed to meet the terms of the financial aid SAP contract they will not be eligible for aid (federal, state or institutional) the following semester or longer.

Appeals

Under extenuating circumstances students may formally appeal both the financial aid probation and termination contract by submitting an Appeal Request form to the Financial Aid Director within

thirty (30) days from the contract postmark (external) or date signed (internal).

A Financial Aid Appeals Committee (FAAC), consisting of one staff member from the Financial Aid, Registrars and Business office will review the contract, the students' official appeal and any other supporting documentation needed to support their decision.

Student appeals will be handled on a case by case basis and can produce various results based on the students' specific case.

The Financial Aid director reserves the right to waive the FAAC process and expedite a decision. This will also be on a case by case basis.

Refunds

Students who have been awarded financial aid funds in excess of their tuition and fees may be entitled to a refund. Students must have attended the first class meeting and paid the entire balance for the semester in order to receive a refund.

ACADEMIC PROGRAMS

B.A., HUMAN DEVELOPMENT DEGREE REQUIREMENTS

Program Level Outcomes

Students who complete the degree program in Human Development will be able to demonstrate learning in three areas: a critical understanding of self, a critical understanding of others, and the ability to apply that knowledge to local and global community social action.

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 Pacific Oaks classes. These 30 units must include:

Competency – Development Students comprehend and analyze developmental theories:

HD 300 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 361 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 341 Communication for Empowerment

HD 345, 346 & 347 Communication for Empowerment A, B, C

HD 350 Communication and the Life Cycle

HD 351 Conflict Resolution and Mediation

SPED 350 Collaboration and Consultation for Special Educators

Competency – Research Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their research with existing literature in the field. A research paper is required of all students in HD 300, if taken as a weekday or weekend class. This satisfies the research requirement.

The research paper requirement for those enrolled in an online section of HD 300 must be met in HD 302 Research Seminar.

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

HD 402 Working with Families in a Diverse World

HD 411 Working with Adults

ALTERNATE CLASSES:

HD 405 Developmental Education

HD 406 Emergent Curriculum HD 416 Leadership in Education

Competency – Field Work/Observation

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. Students observe and comprehend developmentally and culturally appropriate practice with children. Students may fulfill the Fieldwork/Observation Component by choosing: 1) one implementation class; and 2) one fieldwork/observation class.

1. Implementation classes meeting the B.A. Fieldwork/Observation criteria:

HD 371 Working with Bicultural Children

HD 391 Implementing Anti-Bias Curriculum

HD 400 Working with Children in a Diverse World

HD 405 Developmental Education

2. Fieldwork or observation classes meeting the B.A. Fieldwork/Observation criteria:

HD 305 Cognitive Development: How Children Learn

HD 306 Play in Childhood
 HD 315 The Art of Observation
 HD 364 Community as a Context for Development
 HD 380 Children's Autobiographical Narratives as Social Justice Curriculum
 HD 382 Participatory Action Research
 HD 406 Emergent Curriculum
 HD 430 Play, Language and Literacy Development
 HD 450 Reflective Teaching (fieldwork)*
 HD 465 Art Studio Practicum (fieldwork)*
 HD 468 Art Education: Fieldwork (fieldwork)*
 ED 320, ED 321, ED 322 TEP Practicum (for Teacher Education students)
 ED 390 or SPED 390 Directed Teaching (for Teacher Education students)

*To enroll in these fieldwork courses, students must be working directly with children, either as employment or as practicum. Pacific Oaks Children's School is available as a practicum site for Pasadena students; clearance from the School is required prior to registration.

B.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the B.A. degree: Art Education, Child Care, Developmental Education, Early Childhood Education, (ECE sub-specialization in Play, Language and Literacy), Human Development and Social Change, and Infant/Toddler Care and Development. 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.

Distance Learning and other off-campus academic centers: see your advisor for alternative courses specific to your location.

Art Education

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

Prerequisites for Specialization:

- Comprehensive written description of arts background
- Submission of portfolio
- Demonstration of an art activity with children
- Interview with advisor

Acceptance to the specialization is determined

by the faculty advisor. Basic requirements are:

1. HD 460 Foundations of Teaching Art: Releasing the Imagination
2. At least one of the following classes:
 HD 306 Play in Childhood
 HD 371 Working with Bicultural Children
 HD 430 Play, Language and Literacy Development
 HD 470 Teaching as Performing Art
3. At least one of the following classes:
 HD 462 Women in Art
 HD 475 Arts and Social Change
 HD 477 Community as Classroom: Forging Connections Through the Arts

(Alternate classes may be approved by Art Education advisor)

4. Fieldwork:

- a. HD 465 Art Studio Practicum (2 units) or
 HD 468 Art Education: Fieldwork (2 units)
- b. Previous or present documented (non-art) experience working with children in a classroom setting with one or more of the following developmental levels:
 Infants/toddlers Preschool (2-4)
 Kindergarten/Primary (4-8)
 Preadolescent (9-13)
 Adolescent (13-18)

5. Exhibit:

HD 469 Art Exhibition (1 unit)

Note: This program is available in Pasadena only. Advisor: Larry Garf, M.A.

Child Care

This specialization is designed for those who have an interest in full-day child care programs. Areas of further exploration may include: 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 305 Cognitive Development: How Children Learn
- HD 306 Play in Childhood
- HD 364 Community as a Context for Development
- HD 370 Development of Bicultural Children
- HD 371 Working with Bicultural Children
- HD 372 Seminars in Bicultural Development and Education
- HD 390 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children
- HD 425 Intervention Models in Early Childhood Education
- HD 440 Models and Methods of Family/School Collaboration
- HD 460 Foundations of Teaching Art: Releasing the Imagination

Advisor: Human Development

Developmental Education

This specialization is designed for human services professionals who wish to increase their understanding of education in a developmental framework. In order to be eligible for the Developmental Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to initiating the specialization by the end of the first year or course work (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below (#3).

Basic requirements are:

1. HD 400 Working with Children in a Diverse World, or HD 402 Working with Families in a Diverse World

2. At least two of the following classes:

- HD 305 Cognitive Development: How Children Learn
- HD 306 Play in Childhood
- HD 315 The Art of Observation
- HD 320 Contemporary Urban Adolescents
- HD 364 Community as a Context for Development
- HD 370 Development of Bicultural Children
- HD 371 Working with Bicultural Children
- HD 391 Implementing Anti-Bias Curriculum
- HD 402 Working with Families in a Diverse World
- HD 405 Developmental Education
- HD 416 Leadership in Education
- HD 425 Intervention Models in Early Childhood Education
- HD 441 Team Building for Early Childhood Educators and Parents

Other classes may be selected with approval of your advisor. Distance Learning and other outreach locations: see your advisor for alternative courses specific to your location.

3. Prior and/or current experience, which can be documented, in four of the following 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)

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
 - A minimum of 100 hours paid or volunteer experience in a single setting Experience at any level should stretch over a minimum of 3 months
 - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
 - A majority of the experience should be in group settings.
 - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
 1. Documentation of a successful practicum at another college
 2. Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
 3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.

Advisor and Fieldwork Supervisor: Human Development Faculty

Early Childhood Education

This specialization is designed for those who would like to increase their understanding of education in a developmental framework. Students may choose to sub-specialize in Play, Language and Literacy. In order to be eligible for the Early Childhood Education specialization, as student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to initiating the specialization, by the end of the first year of course work (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below.

Basic requirements are:

1. HD 400 Working with Children in a Diverse World,
or
HD 405 Developmental Education
or
HD 406 Emergent Curriculum
2. At least two of the following classes:
HD 305 Cognitive Development: How Children Learn
HD 306 Play in Childhood
HD 315 The Art of Observation
HD 364 Community as a Context for Development
HD 370 Development of Bicultural Children
HD 371 Working with Bicultural Children
HD 390 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children
HD 391 Implementing Anti-Bias Curriculum
HD 392 Advanced Studies in Implementing Anti-Bias Curriculum
HD 402 Working with Families in a Diverse World
HD 423 Developmental Assessment and Program Planning
HD 425 Intervention Models in Early Childhood Education
HD 430 Play, Language and Literacy Development
HD 440 Models and Methods of Family/School Collaboration
HD 441 Team Building for Early Childhood Educators and Parents
HD 445 Writing Our Stories

Other classes may be selected with approval of your advisor.

3. Prior and/or current experience, which can be documented, in four of the following 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

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
 - A minimum of 100 hours paid or volunteer experience in a single setting
 - Experience at any level should stretch over a minimum of 3 months
 - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
 - A majority of the experience should be in group settings.
 - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
 1. Documentation of a successful practicum at another college
 2. Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
 3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information. See advisor regarding the documentation process.

Early Childhood Education Sub-Specialization: Play, Language and Literacy

This course of study is designed for students who are teachers of children 0–8 and provides an opportunity to concentrate their studies on current theory and practice regarding the development of literacy skills in young children. Literacy development during early

childhood is crucial for later development of reading and writing excellence. Research in this area has increased our understanding of the relevant issues and provided new resources to inform the practice of classroom teachers in early childhood education. In addition to the undergraduate program requirements, the basic requirements for this sub specialization include:

Specialization Core Courses (6 units)

HD 430 Play, Language and Literacy Development
HD 445 Writing Our Stories: Reflections on Literacy Development

Specialization Core Electives (3 units)

Literacy and representational emphasis: Choose one:

HD 365 Sociolinguistics: Issues of Language and Culture
HD 406 Emergent Curriculum: Reflecting Learner Lives
HD 432 Children's Literature
ED 228 Curriculum Development: Bilingual Instructional Methods

Electives (3–6 units):

Choose one or two courses from this list (or consult with advisor for other ECE-focused courses):

HD 303 The Earliest Years
HD 440 Models and Methods of Family/School Collaboration
HD 390 Developing Anti-Bias Curriculum Field Experience at four developmental levels (as specified for ECE specialization).

Advisors and Fieldwork Supervisors: Human Development Faculty

Human Development and Social Change

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Storytelling, dreaming, the arts, grant writing, action research, use of budgets and timelines, and autonomous community building are among the methods and mediums employed. No prior experience in any of the above areas is required. The basic course requirements are:

1. Required Theory Class:

HD 381 Human Development and Social Change
HD 383 Dewey, Vygotsky and Freire

2. One of the following fieldwork courses:

HD 364 Community as a Context for Development
HD 380 Children's Autobiographical Narratives as Social Justice Curriculum
HD 382 Participatory Action Research

3. One of the following courses evaluating issues of power:

HD 320 Contemporary Urban Adolescents HD 363 Education for Critical Consciousness
HD 393 Anti-Bias Work with Adults
HD 475 Arts and Social Change
HD 477 The Community as Classroom: Forging Connections through the Arts

Advisors: Greg Tanaka, Olga Winbush (Pasadena)

Infant/Toddler Care and Development

There is a growing demand for professionals who are knowledgeable in the developmental needs and issues of young children and their parents. This specialization is designed for those students who have an interest in working with infants and toddlers. 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. Basic requirements for the specialization consist of four courses from four areas in the specialization: 1) Implementation; 2) Fieldwork; 3) Depth Course; and 4) Related Elective.

1. Choose one Implementation class from the following: Basic requirements for the specialization are:

HD 391 Implementing Anti Bias Curriculum
HD 400 Working with Children in a Diverse World
HD 402 Working with Families in a Diverse World
HD 405 Developmental Education

2. Fieldwork:

HD 450 Reflective Teaching

3. Choose one Depth Knowledge class from the following:

HD 303 The Earliest Years
HD 422 Authentic Infant/Competent Child

4. Choose one Related Elective from the following:

HD 306 Play in Childhood
HD 315 The Art of Observation
HD 370 Development of Bicultural Children
HD 390 Development of Anti Bias Curriculum
HD 425 Intervention Models in ECE
HD 440 Models and Methods of Family/School Collaboration
HD 441 Team Building with ECE and Parents

Advisor: Human Development Faculty

Declaration of Specialization

A student who would like to specialize within a degree program should consult the catalog and speak to her/his advisor to understand course and experience requirements. In the last term of enrollment when the student submits a graduation application to the Registrar's Office, the student must indicate the specialization(s) on the graduation application. The faculty advisor must sign signifying that the specialization requirements have been met. The degree cannot be awarded until this occurs, unless the student decides to drop the specialization and notifies the Registrar's Office.

California Child Development Permit

For students interested in applying for any level of the California Child Development Permit, Pacific Oaks courses can meet Permit requirements for ECE/CD courses, specialization units, administration and adult supervision. Pacific Oaks B.A. or B.A. equivalent is approved by the California Commission on Teacher Credentialing to meet the B.A. option/requirement for the last three levels of the permit: Master Teacher, Site Supervisor and Program Director.

M.A., HUMAN DEVELOPMENT, DEGREE REQUIREMENTS

Program Level Outcomes

Students who complete the degree program in Human Development will be able to demonstrate learning in three areas: a critical understanding of self, a critical understanding of others, and the ability to apply that knowledge to local and global community social action.

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.

Students choosing to continue their Pacific Oaks education at the graduate level must officially be admitted to the M.A. program prior to enrolling in classes. (Second degree.)

Thirty units of Pacific Oaks course work 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.

Note: M.A. (Second degree) students who have earned their B.A. degree from Pacific Oaks must take the appropriate competency courses listed below.

For every Master's program, general or specialized, the following course work must be completed by first degree students.

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

HD 500 Early Childhood Themes and Life Cycle Issues
(if not taken at the B.A. level), or

HD 501 Advanced Studies in Human Development

Second Degree Option — Development for the Development Competency, Second degree students (who took Early Childhood Themes and Life Cycle Issues at the B.A. level) may choose between the following for their Second degree Development Core Competency requirement if not taken on the B.A. level.

HD 501 Advanced Studies in Human Development

HD 503 The Earliest Years

HD 505 Cognitive Development

HD 520 Contemporary Urban Adolescents

HD 530 Adult Development: Mission and Vision

HD 570 Development of Bicultural Children

HD 581 Human Development and Social Change

HD 630 Play, Language and Literacy

HD 635 Elder Development

HD 645 Writing our Stories: Reflections on Literacy 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 561 Social and Political Contexts of Human Development
(if not taken at the B.A. level), or

HD 562 Advanced Studies in Diversity and Anti-Bias Issues

Second Degree Option — Diversity For the Diversity Core Competency, Second degree students (who took Social and Political Contexts at the B.A. level) may choose between the following for their Second degree diversity requirement if not taken on the B.A. level.

HD 520 Contemporary Urban Adolescents

HD 562 Advanced Studies in Diversity
 HD 566; 567; 568: Issues of Language and Culture:
 Bicultural/Bilingual Identity Development; Language and
 Cultural Meaning; Teaching Bicultural and Bilingual
 Learners
 HD 571 Working with Bicultural Children *
 HD 572 Seminars in Bicultural Development and
 Education
 HD 584 The Power of Our Stories
 HD 585 Dewey, DuBois, Vygotsky, Freire and Hooks as
 Social Justice Curriculum
 HD 591 Implementing Anti-Bias Curriculum
 HD 600 Working with Children in a Diverse World *
 HD 602 Working with Families in a Diverse World *

* May be used if not being counted towards the
 Implementation Core Competency

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 empower-
 ment):

HD 571 Working with Bicultural Children
 HD 600 Working with Children in a Diverse World
 (if not taken at B.A. level)
 HD 601 Ecology of Working with Children
 HD 602 Working with Families in a Diverse World
 HD 611 Working with Adults (if not taken at B.A. level)

ALTERNATE CLASSES (if not taken at the B.A. level):

HD 605 Developmental Education
 HD 606 Emergent Curriculum
 HD 616 Leadership in Education
 MFT 595 Therapy with Children

Competency – Field Work/Observation All
 Pacific Oaks students should develop competence
 in observing child behavior and recognizing devel-
 opmentally and culturally 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. Note: Ed 590 Directed
 Teaching, if not taken at the B.A. level (Ed 390),
 may be taken for fieldwork (6 units).

M.A. students not specializing may choose to
 meet this requirement by:

A. choosing any of the field experience options
 listed under any of the M.A. specializations
 or

B. meeting the criteria for fieldwork/observation
 available to B.A. students. Choose 1) one
 implementation class and 2) one fieldwork/
 observation class from the categories below.

**1. Implementation classes meeting the M.A.
 Fieldwork/Observation criteria:**

HD 571 Working with Bicultural Children
 HD 591 Implementing Anti-Bias Curriculum
 HD 600 Working with Children in a Diverse World
 HD 601 Ecology of Working with Children
 HD 605 Developmental Education

**2. Fieldwork or observation classes meeting
 the M.A. Fieldwork/Observation criteria:**

HD 505 Cognitive Development: How Children Learn
 HD 506 Play in Childhood
 HD 515 The Art of Observation
 HD 564 Community as a Context for Development
 HD 580 Children's Autobiographical Narratives as Social
 Justice Curriculum
 HD 606 Emergent Curriculum
 HD 630 Play, Language and Literacy Development
 HD 650 Reflective Teaching (fieldwork)*
 HD 665 Art Studio Practicum (fieldwork)*
 HD 668 Art Education: Fieldwork (fieldwork)*
 ED 520, ED 521, ED 522 TEP Practicum
 (for Teacher Education students)
 ED 590 or SPED 590 Directed Teaching
 (for Teacher Education students)

*To enroll in these courses, students must be
 working directly with children, either as employment
 or as practicum. Pacific Oaks Children's School is
 available as a practicum site for Pasadena students;
 clearance from the School is required prior to
 registration.

Competency – Communication Students commu-
 nicate clearly and effectively. They implement and
 evaluate individual, dyad and group communications
 for appropriate audience reception, authenticity,
 and experience of empowerment for self and others:

HD 541 Communication for Empowerment
 HD 542 Communication Skills and Individual Dynamics
 HD 545, 546, 547 Communication for Empowerment
 A, B, C
 HD 550 Communication and the Life Cycle
 HD 551 Conflict Resolution and Mediation
 MFT 505 Communication and Counseling Skills
 SPED 550 Collaboration & Consultation for Special Educators

Competency – Research Students are able to dis-
 tinguish between observations and theory (reality
 and fantasy, data and inferences/assumptions).

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

A research paper is required of all students in HD 500 or HD 501 when the class is taken as a weekday or weekend class. This satisfies the research requirement. If HD 500 or 501 is taken in the weeklong or online format, the research competency is met by HD 502 Research Seminar, a separate 1 unit course.

All M.A. students are required to take Thesis Development, HD 684 or 685/6/7 (Online), unless a waiver form is approved by the student's thesis chair. Note: HD 684, 685 and 686 must be taken in order.

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 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 699 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 during the second semester of Thesis/Master's project, she or he may still register for 0 units during the third semester. Students who file a Leave of Absence during the third semester or beyond, must enroll in one unit of Thesis/Master's Project when they return. A Leave of Absence prohibits students from working with their thesis chair/committee during this period.

TEACHER EDUCATION PROGRAM ETHNOGRAPHY THESIS PROJECT

For Teacher Education candidates who are earning a Masters Degree in Human Development, the Ethnography Thesis Project is an option for completing a thesis that meets the requirements for this

degree. This is a process that spans three semesters with the same instructor. Candidates must have access to a classroom for the first two semesters of the project. Candidates may start this project when at least half of their M.A. course work has been completed.

The required courses must be taken in sequence:

ED 697 Introduction to Ethnographic Research in Education (2 units)

ED 698 Working with Diverse Schools and Communities (2 units)

ED 699 Pedagogical, Social, and Cultural Implications (2 units)

M.A. CURRICULUM SPECIALIZATIONS

The following optional specializations are offered within the M.A. degree. Each specialization has its own specific requirements, which are outlined below. Other classes may be substituted with approval of specialization advisor.

Distance Learning students: see your advisor for alternative courses specific to your location.

Art Education

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

Prerequisite for Specialization:

- Comprehensive written description of arts background
- Submission of portfolio
- Demonstration of an art activity with children
- Interview with advisor

Acceptance to the specialization is determined by the faculty advisor.

1. Basic requirements are:

HD 660 Foundations of Teaching Art: Releasing the Imagination

2. At least one of the following classes:

HD 506 Play in Childhood

HD 571 Working with Bicultural Children

HD 630 Play Language and Literacy

HD 670 Teaching as Performing Art

3. At least one of the following classes:

HD 662 Women in Art

HD 675 Arts and Social Change

HD 677 Community as Classroom: Forging Connections Through the Arts

(Alternate classes may be approved by Art Education advisor)

4. Fieldwork:

- a. HD 665 Art Studio Practicum (2 units) or
HD 668 Art Education: Fieldwork (2 units)
- b. Previous or present documented (non-art) experience working with children in a classroom setting with one or more of the following developmental levels:
 - Infants/toddlers
 - Preschool (2-4)
 - Kindergarten/Primary (4-8)
 - Preadolescent (9-13)
 - Adolescent (13-18)

5. Exhibit:

HD 669 Art Exhibition (1 unit)

Note: This program is available in Pasadena only. Advisor: Larry Garf, M.A.

Bicultural Development

According to demographers people of color are fast becoming the largest collective segment of the U.S.'s population. This is certainly 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 is designed for those who work with bicultural children and/or adults. The program will build on the skills and experience of the students in the specialization to augment their 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.

Basic requirements are:

- HD 562 Advanced Studies in Diversity and Anti-Bias Issues
- HD 565 Sociolinguistics: Issues of Language and Culture
- HD 570 Development of Bicultural Children
- HD 571 Working with Bicultural Children

(meets Core Implementation requirement)

HD 650 Reflective Teaching*

HD 699 Thesis/Master's Project

**Fieldwork in a bicultural setting is required.*

OPTIONAL:

HD 572 Seminars in Bicultural Development Advisors:

Human Development Faculty

Child Care

This specialization is designed for students interested in working in full-day child care programs. Areas of further exploration may include: 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 of the following classes:

HD 505 Cognitive Development: How Children Learn

HD 506 Play in Childhood

HD 564 Community as a Context for Development

HD 570 Development of Bicultural Children

HD 571 Working with Bicultural Children

HD 572 Seminars in Bicultural Development and Education

HD 590 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children

HD 591 Implementing Anti-Bias Curriculum

HD 616 Leadership in Education

HD 635 Administration of Child Care Facilities

HD 640 Models and Methods of Family/School Collaboration

HD 646 Women in Administration

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. In order to be eligible for the Developmental Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum)

and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to initiating the specialization, by the end of the first year of course work (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below.

Basic requirements are:

1. HD 600 Working with Children in a Diverse World
HD 601 Ecology of Working with Children
HD 605 Developmental Education
2. At least two of the following classes:
HD 505 Cognitive Development: How Children Learn
HD 506 Play in Childhood
HD 515 The Art of Observation
HD 520 Contemporary Urban Adolescents
HD 564 Community as a Context for Development
HD 570 Development of Bicultural Children
HD 571 Working with Bicultural Children
HD 611 Working with Adults
HD 616 Leadership in Education
HD 625 Intervention Models in Early Childhood Education
HD 641 Team Building for Early Childhood Educators and Parents
3. Prior and/or current experience, which can be documented, in four of the following 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)

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
 - A minimum of 100 hours paid or volunteer experience in a single setting
 - Experience at any level should stretch over a minimum of 3 months
 - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.

- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
 - A majority of the experience should be in group settings.
 - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
 1. Documentation of a successful practicum at another college
 2. Completion of 3 units of Reflective Teaching
 3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.
Advisor: Human Development Faculty

Early Childhood Education

This specialization is designed for those who wish to increase their understanding of young children in a developmental program. In order to be eligible for the Early Childhood Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to initiating to the specialization, by the end of the first year of course work (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience.

See Experience below. The basic requirements are:

1. HD 600 Working with Children in a Diverse World
HD 601 Ecology of Working with Children
HD 605 Developmental Education
HD 606 Emergent Curriculum
2. At least two of the following classes:
HD 505 Cognitive Development: How Children Learn
HD 506 Play in Childhood
HD 515 The Art of Observation
HD 564 Community as a Context for Development
HD 570 Development of Bicultural Children

HD 571 Working with Bicultural Children
 HD 590 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children
 HD 591 Implementing Anti-Bias Curriculum I
 HD 592 Advanced Studies in Implementing Anti-Bias Curriculum
 HD 602 Working with Families in a Diverse World
 HD 611 Working with Adults
 HD 623 Current Issues in Developmental Assessment
 HD 625 Intervention Models in Early Childhood Education
 HD 630 Play, Language and Literacy Development
 HD 640 Models and Methods of Family/School Collaboration
 HD 641 Team Building for Early Childhood Educators and Parents
 HD 645 Writing Our Stories
 HD 660 Foundations in Art Education

3. Prior and/or current experience, which can be documented, in four of the following 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

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
 - A minimum of 100 hours paid or volunteer experience in a single setting
 - Experience at any level should stretch over a minimum of 3 months
 - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
 - A majority of the experience should be in group settings.
 - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
 1. Documentation of a successful practicum at another college
 2. Completion of 3 units of Reflective Teaching at Pacific Oaks
 3. Written documentation of experience OR

through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.
 Advisors and Fieldwork Supervisors: Human Development Faculty

Human Development and Social Change

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community and in society at large by making processes more participatory. Storytelling, dreaming, the arts, grant writing, action research, use of budgets and timelines, and autonomous community building are among the methods and mediums employed. No prior experience in any of the above areas is required. The basic course requirements are:

1. Required Theory Class:

HD 581 Human Development and Social Change
 HD 583 Dewey, Vygotsky and Freire

2. One of the following fieldwork courses:

HD 564 Community as a Context for Development
 HD 580 Children's Autobiographical Narratives as Social Justice Curriculum
 HD 582 Participatory Action Research

3. One of the following courses evaluating issues of power:

HD 520 Contemporary Urban Adolescents
 HD 562 Advanced Studies in Diversity and Anti-Bias Issues
 HD 563 Education for Critical Consciousness
 HD 593 Anti-Bias Work with Adults
 HD 675 Arts and Social Change
 HD 677 The Community as Classroom: Forging Connections through the Arts

Advisors: Greg Tanaka, Olga Winbush

Infant/Toddler Care and Development

There is a growing demand for professionals who are knowledgeable in the developmental needs and issues of young children and their parents. This specialization is designed for those students who have an interest in working with infants and toddlers. 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. Basic requirements for the specialization consist of four courses from four areas in the specialization: 1) Implementation; 2) Fieldwork; 3) Depth Course; and 4) Related Elective.

1. Implementation – Choose one class from the following:

HD 591 Implementing Anti Bias Curriculum
HD 600 Working with Children in a Diverse World
HD 601 Ecology of Working with Children
HD 602 Working with Families in a Diverse World
HD 605 Developmental Education

2. Fieldwork:

HD 650 Reflective Teaching

3. Depth Knowledge – Choose one class from the following:

HD 503 The Earliest Years
HD 622 Authentic Infant/Competent Child

4. Related Elective – Choose one class from the following:

HD 506 Play in Childhood
HD 515 The Art of Observation
HD 570 Development of Bicultural Children
HD 590 Development of Anti Bias Curriculum
HD 625 Intervention Models in ECE
HD 640 Models and Methods of Family/School Collaboration
HD 641 Team Building with ECE and Parents

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. Students must choose a sub-specialization (see below), and may choose one or more areas in which to sub-specialize. Each sub-specialization needs an Extended Competency Course and minimally 3 units of fieldwork/observation.

1. Basic Requirements: Choose one

HD 602 Working with Families in a Diverse World
HD 611 Working with Adults
HD 616 Leadership in Education

2. Extended Competency Courses: Choose a minimum of three units from below or another course from Basic Requirements above:

HD 501 Advanced Studies in Human Development *
HD 515 Art of Observation
HD 551 Conflict Resolution and Mediation *
HD 554; 555; 556: Communication for Empowerment: Online; In the Life Cycle; In Culture*
HD 562 Advanced Studies in Diversity *

HD 564 Community as Context for Development

HD 566; 567; 568: Issues of Language and Culture:

Bicultural/Bilingual Identity Development; Language and Cultural Meaning; Teaching Bicultural and Bilingual Learners

HD 572 Seminars in Bicultural Development and Education

HD 581 Human Development and Social Change

HD 582 Participatory Action Research

HD 585 Dewey, DuBois, Vygotsky, Freire and Hooks as Social Justice Curriculum*

HD 591 Implementing Anti-Bias Curriculum

HD 605 Developmental Education*

HD 606 Emergent Curriculum *

HD 625 Intervention Models in Early Childhood Education

HD 640 Models and Methods of Family/School Collaboration

HD 641 Team Building for Early Childhood Educators and Parents

HD 646 Women in Administration

3. Fieldwork/Observation: Choose fieldwork related to sub-specialization. Minimum of 3 units for each sub-specialization **

HD 656 Administration/Supervision

Fieldwork/Observation 1-3 units

HD 657 College Teaching/Teaching Adults

Fieldwork/Observation 1-3 units

HD 658 Parent/Community Work Fieldwork/Observation 1-3 units

** Extended Competency course may not be used to meet both specialization and core competency requirement.*

*** Students may take 1,2 or 3 units in any one semester.*

At least one unit should be Observation, and at least two units should be Fieldwork.

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

Prerequisites: To register for Fieldwork, 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: Human Development Faculty.

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.

Basic Requirements are:

1. HD 602 Working with Families in a Diverse World
2. At least one of the following Social and Human Services electives:
 - HD 515 Art of Observation
 - HD 520 Contemporary Urban Adolescents
 - HD 551 Conflict Resolution and Mediation
 - HD 564 Community as a Context for Development
 - HD 601 Ecology of Working with Children
 - HD 625 Intervention Models in ECE
 - MFT 542 Alcoholism and Chemical Dependency
 - MFT 560 Psychopathology of Childhood and Adolescence
 - MFT 561 Child Abuse Assessment and Reporting
3. Clinical Field Experience:
 - HD 658 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 570 Development of Bicultural Children
 - HD 562 Advanced Studies in Diversity and Anti-Bias Issues
 - HD 571 Working with Bicultural Children
 - HD 572 Seminars in Bicultural Development and Education
 - MFT 650 Cross Cultural Mores and Values: SocioCultural Environments

Advisors: Human Development Faculty

Declaration of Specialization

A student who would like to specialize within a degree program should consult the catalog and speak to her/his advisor to understand course and experience requirements. In the last term of enrollment when the student submits a graduation application to the Registrar's Office, the student must indicate the specialization(s) on the graduation application. The faculty advisor must sign signifying that the specialization requirements have been met. The degree cannot be awarded until this occurs, unless the student decides to drop the specialization and notifies the Registrar's Office.

California Child Development Permit

For students interested in applying for any level of the California Child Development Permit, Pacific Oaks courses can meet Permit requirements for ECE/CD courses, specialization units, administration

and adult supervision. Pacific Oaks B.A. equivalent, for M.A. ABLE students is approved by the California Commission on Teacher Credentialing to meet the B.A. option/requirement for the last three levels of the permit: Master Teacher, Site Supervisor and Program Director.

M.A./ABLE students who have completed the Assessment of Experience seminar and have met all requirements for full admission may request a verification letter from the Pacific Oaks Registrar. The date of the B.A. equivalent is the completion date of the student's graduate admission process.

WestEd and Pacific Oaks Collaborative M.A. in Human Development Program: Infant and Toddler Care and Development and Leadership in Education and Human Services

This 32-unit graduate program is open to applicants who: (a) have a B.A. degree; or (b) are mature learners with at least two years of college meeting Pacific Oaks transfer requirements and ten years of leadership experience. Those without a B.A. apply for admission through the Assessment by Life Experience (ABLE) option. The program has three parts:

1. Completion of the Program for Infant/Toddler Care (PITC): Trainer Certification co-sponsored by WestEd and the California Department of Education. Based on completion of two Institutes (4 Modules) and PITC review of all certification papers, 8 units of Pacific Oaks graduate degree credit will be recorded on the student's transcript as:
 - PITC Module I. Social-Emotional Growth and Socialization
 - PITC Module II. Group Care
 - PITC Module III. Learning and Development
 - PITC Module IV. Culture, Family, and Providers
2. Completion of 24 semester units in Pacific Oaks College M.A. program in Human Development, selecting from Infant/Toddler Care and Development and Leadership in Education and Human Services as described in this catalog.

Note: PITC-certified trainers who already have an M.A. may apply this credit toward a Postgraduate Certificate in Leadership in Education and Human Services by taking nine additional Pacific Oaks units. (See page 28.)

For more information visit www.pitc.org.

M.A. IN MARITAL AND FAMILY THERAPY (MFT)

The Marital and Family Therapy Program is a

unique educational Master's program for developing clinically skilled, culturally competent marital and family therapists. It offers a multidisciplinary, inclusive curriculum based on developmental, psychodynamic and family systems theories and practice. Integrated throughout its curriculum is a commitment to understanding the lived experience of both clients and practitioner, the power of culture, oppression and society on the developmental process, and the impact of one's social political context on the developing mind and behavior.

The MFT department's emphasis on intrapersonal, interpersonal, family and institutional issues provides a holistic approach to understanding the theory and practice of marriage, family and child therapy. The program at Pacific Oaks respects the unique learning styles of the individual and practices a relational model of learning that is dynamic, engaging, respectful and transformational. Faculty and students are partners in the learning community. Students are expected and mentored towards critically examining their own attitudes, beliefs and values to become clinically skilled and culturally competent therapists.

Admission As part of the admission process, an admission interview will be scheduled with MFT faculty. 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 California State Board of Behavioral Sciences requirements, and to review their progress. The MFT program includes the following components:

The MFT Department adheres fully to the five main Pacific Oaks competencies, as these are defined and implemented within the scope of mental health theory and practice:

- Diversity
- Development
- Communication
- Implementation
- Research

In addition, the MFT Department adheres to two other competencies specific to the needs of the mental health profession, as defined by the laws and regulations of the State of California and as circumscribed by the professional standards of

the mental health profession:

- Clinical (mental health theory and practice)
- Professional (public role and behavior)

Upon provisional admission to the MFT program, each MFT student will be given the Pacific Oaks College MFT Student Handbook. Each student in the program is required to adhere to these academic and professional standards as detailed in the handbook and in the First Year Progress Review section present catalog in order to maintain standing in the program as detailed in the handbook. Upon receipt of the handbook, the student will sign a form that they have received the handbook, have reviewed it, and agree to the terms of the handbook as a Pacific Oaks College MFT student. Each student is directed to discuss any and all of these required standards with their academic advisor if they have any questions.

According to the above parameters, the MFT program course work addresses the above seven competencies as follows:

Diversity: 6 units

- MFT 500 The Interface of Society and Human Development (3 units)
- MFT 650 Cross Cultural Mores and Values (3 units)

Development: 6 units

- MFT 510 Personality Theories and Related Psychological Testing (3 units)
- MFT 530 Clinical Theories of Child Development (3 units)

Communication: 5 units

- MFT 505 Communication and Counseling Skills (3 units)
- MFT 642 Group Therapy (2 units)

Implementation: 7 units

- MFT 531 Domestic Violence (1 unit)
- MFT 561 Child Abuse Assessment and Reporting (1 unit)
- MFT 585 Clinical Skills in Family Therapy (3 units)
- MFT 595 Therapy with Children (3 units)

Research: 6 units

- MFT 562 Research Design and Methods (2 units)
- MFT 572 Thesis Proposal (2 units)
- MFT 582 Master's Thesis Completion (2 units)

Clinical: 10 units

- MFT 520 Theories of MFT (3 units)
- MFT 542 Substance Abuse, the Individual and Family

Dynamics (2 units)

- MFT 550 Psychopathology of Adulthood (3 units), or
- MFT 560 Psychopathology of the Child and Adolescence (3 units)
- MFT 632 Psychopharmacology (2 units)

Professional: 8 units

- MFT 552 Professional Ethics and the Law (2 units)
- MFT 651 Practicum A (2 units)
- MFT 663 Practicum B (2 units)
- MFT 672 Practicum C (2 units)
- MFT 684 Practicum D (0-23 units)
- MFT 691 Clinical Training Orientation (0 unit)

The MFT students are required to take the following foundation courses while they are in provisional status (first 18 units). During that time they are expected to complete these specific classes that constitute the necessary 12 of the 18 units.

- MFT 500 The Interface of Society, the Individual and Human Development
- MFT 505 Communication and Counseling Skills
- MFT 510 Personality Theories
- MFT 520 Theories of MFT

Students are reminded that there are foundation course that are prerequisites for taking the advanced practice classes. All of the theory courses are expected to prepare the student for the advanced classes. Please meet with your advisor to plan your schedule of classes to meet the necessary requirements accordingly.

First Year Progress Review

After completing 18 units and the above required courses, each student will obtain recommendations evaluations for full admission from two MFT faculty members, one of whom must be an MFT core faculty. The student will also complete a self-evaluation on the same criteria. After the recommendations evaluations 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 Marital and Family Therapy program through the ABLE option cannot enroll in clinical courses until the successful completion of the Assessment course. The M.A. in Marital and Family Therapy is a clinical degree. In addition to academic performance, students are expected to demonstrate competencies in the following areas for consideration for full admission status:

Academic Progress

- The student has demonstrated graduate level mastery in her/his course work.
- The student has been consistent in engaging

in the classroom discourse and collaborating as a team member.

- The student has come prepared for the class.
- The student demonstrates understanding of MFT theories and their application.
- The student has completed all of her/his assignments as required for the course, in a timely manner.
- The student has contributed to the learning environment of the class.

Professional Behavior

- The student has consistently demonstrated his/her capacity to behave responsibly and professionally in their student roles, and in relation to their learning community.
- The student has demonstrated sound professional judgment.
- The student has demonstrated the capacity for being on time and meeting deadlines.
- The student is respectful of the learning community and the ground rules.
- The student has demonstrated the capacity as a collaborator.
- The student is one who honors her/his word.
- The student is one who is capable of responsible communication and openness to feedback.

Clinical Readiness

- The student has been capable of setting boundaries.
- The student has demonstrated a capacity for insight.
- The student has demonstrated an ability to empathize.
- The student has a grasp of her/his own process.
- The student has the ability to monitor her/his own behavior(self-monitor).
- The student has demonstrated the capacity for intentional listening.
- The student has demonstrated the capacity for self-reflection.

Culture and Diversity

This section addresses the student's intent, engagement, and capacity to integrate an understanding of the culture and diversity issues addressed in the program.

- The student demonstrates a willingness to explore issues of diversity in relation to their own life experience.
- The student actively pursues knowledge and experience that enhances their capacity for

cultural competency.

- The student is open to diverse ways of learning.
- The student's respect for cultural diversity is manifested in her/his writings, discussions, and behavior.

1. Capacity for insight, reflection
2. Ability to listen effectively and empathically
3. Openness to feedback, new ideas and situations
4. Commitment to self-growth
5. Professional behavior in the classroom

If the student does not meet the requirements for full admission after completing a minimum of 18 units, the advisor and Academic Director may counsel the student to change to the M.A. in Human Development program, or to pursue another occupational option outside of the college.

The M.A. in MFT satisfies all of the requirements of the Board of Behavioral Sciences (BBS) (Business & Professions Code Sections 4980.37, 4980.39, 4980.40, and 4980.41.)

These include:

Pacific Oaks course work totaling 48 50 semester units, including:

1. No less than 12 semester units of course work in the areas of marriage and family therapy, and marital and family systems approaches to treatment.
2. 6 semester units of supervised practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
3. 150 hours of face-to-face experience counseling individuals, couples, families or groups
4. A two semester course in California law and professional ethics
5. A minimum of seven contact hours of training or course work in child abuse assessment and reporting
6. A minimum of 10 contact hours of training or course work in human sexuality
7. Specific instruction in alcoholism and other chemical substance dependency
8. 15 contact hours of course work in spousal or partner abuse assessment, detection and intervention
9. A minimum of two semester units in a survey course in psychological testing
10. A minimum of two semester units in a survey course in psychopharmacology
11. a minimum of 10 contact hours of course work in aging and long-term care

Program Learning Outcomes

The Program Learning Outcomes for the MFT program at Pacific Oaks College are based upon the mandated competency requirements for the licensure as a Marriage and Family Therapist in the State of California. These nine competencies are evaluated at a rudimentary level at the admissions interview, after 18 units of course work in the Full Admission Review process, and comprehensively in the clinical training process at the end of the program through the practicum placement.

Clinical Evaluation Skills
Crisis Management Skills
Treatment Plan Development Skills
Clinical Treatment Skills
Human Diversity Competency
Law and Ethics Competency
Personal Maturity and Interpersonal Skills
Professionalism
Use of Supervision/Teachers/Mentors

Clinical Training Program

The MFT Department is committed to providing an optimal clinical training experience for our graduate students. One of our main objectives is the careful selection of community agencies whose clinical training programs meet the pedagogical goals and standards of Pacific Oaks College. The students of both the Latina/o Family Studies and the African American Family Studies programs are expected to complete their practicum experience in one of the approved agencies focusing on the mental health needs of their respective communities Latina/o community. During the degree program, the MFT Department, under the mandate and guidelines of the Board of Behavioral Sciences of the State of California, monitors all clinical training experience completed by the students. The hours of supervised clinical work completed at an agency approved by the MFT Department count toward the 3,000 clinical hours that are required by the State of California for the state licensing exams in Marriage and Family Therapy.

Practicum

Students must complete a Practicum as part of their Master's degree requirements. The Practicum experience is to be completed concurrently and in conjunction with the completion of the following classes in this order:

MFT 651 Summer Practicum A (21 unit)
MFT 663 Practicum B I (3 2 units)
MFT 672 Practicum CII (2 units)
MFT 691 Clinical Training Orientation (0 unit)

These four courses are offered once a year, only, and must be taken in sequence starting with the summer semester. Students may choose to start their Practicum, if they have met all eligibility requirements, during the second or third year of the program. It is highly advisable that students do not plan to take the practicum courses concurrently with working on their Master's Thesis, as this will create a huge workload, especially for those who will be working full time during their graduate studies.

Eligibility requirements to start Practicum:

1. Completion of 18 units, plus the following three courses before taking Practicum classes:
MFT 470530 Clinical Theories of Child Development
MFT 267550 Psychopathology of Adulthood, OR
MFT 475560 Psychopathology of the Child/Adolescent
MFT 225552 Professional Ethics and the Law
2. Completion of 20 hours of individual personal therapy with a licensed mental health professional. (These hours have to have been realized after the student has started the masters program.)
3. Attend the Preview to Clinical Training workshop that is scheduled in the fall semester before the Clinical Training Orientation course in the following spring semester.
4. Full admission into the MFT Department.
5. Completion of the Clinical Training Orientation Course (CTOC). The course is offered once annually in the spring semester. Students are required to follow all steps toward clinical placement as per course syllabus and the department's clinical training guidelines. The goals of the Clinical Training Orientation Course are:
 - a. To acquaint students with the clinical training regulations of the California Board of Behavioral Sciences and of Pacific Oaks College.
 - b. To acquaint students with the various clinical placements approved by the MFT Department.
 - c. To support students through the process of interviewing with various agencies.
 - d. To explore issues of professional roles, tasks and behaviors regarding the MFT Trainee experience.
 - e. To assess the student's readiness for Clinical Training.

6. Consent of the student's Academic Advisor.
7. Submission to the Clinical Training Program of a completed and signed contract with an approved agency (Three-Way Agreement of Clinical Placement).
8. Completion of all prior course work.

Requirements for completion of Practicum

1. Satisfactory completion of all the clinical training requirements as a Marriage and Family Therapist (MFT) Trainee, conforming to all BBS regulations and under the supervision of a licensed and trained mental health practitioner in the clinical training program of a mental health community agency approved by the MFT Department.
2. The minimum required time for the clinical placement is twelve hours a week for twelve consecutive months. During this period, the student is required to complete a minimum of 150 hours of face-to-face client contact hours.
3. Concurrent attendance at and completion of the courses MFT 651 Summer Practicum A, MFT 663 Practicum BI, and MFT 672 Practicum CII.
4. Satisfactory evaluations from the clinical supervisor at the clinical placement at the end of each semester or or when course requirements are completed. These evaluations are an integral part of the overall evaluation and credit that the student will receive for all three Practicum courses: MFT 651, MFT 663, and MFT 672.
5. Satisfaction of all clinical and professional expectations of the approved community agency in the provision of the agreed upon mental health services.

Therapy for Students Students are required to be in personal psychotherapy for a total of 20 hours to qualify for clinical training. The completion of Thirty-six hours³⁶ of personal therapy while in the graduate program, are a requirement for all students to graduate in the MFT program completing the MFT degree. Students must have completed the first 20 hours of personal psychotherapy prior to the start of their clinical training. Thereafter, students are expected to complete the remaining 16 hours during their twelve months of their clinical

training placement. To facilitate this process, the MFT department has a referral list of psychotherapists interested in working with our students at a lower fee. These therapists are from throughout the greater Los Angeles area. MFT students are advised to contact their advisor or the clinical coordinator for referral. The MFT Department has no responsibility over the quality of clinical services that students may receive by the mental health practitioners on the department's referral list. Students are strongly advised to use their own judgment when contracting to receive psychotherapy with a licensed practitioner, whether selected from the referral list, or selected directly by the student from the community at large.

Intern Registration

Upon completion of the M.A. degree in Marital and Family Therapy, students apply to the Board of Behavioral Sciences 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 by accessing the Internet website of the Board of Behavioral Sciences at: <http://www.bbs.ca.gov> and then clicking on Forms and Publications. There are periodic changes in the BBS regulations. Students are required to stay up-to-date with all BBS regulations and changes by frequently logging onto the website and accessing all necessary information.

African American Family Studies Specialization

The Marriage and Family Therapy with a program concentration in African American Family Studies (MFT/AAFS) at Pacific Oaks College is designed to lead graduates to eventual employment as marriage and family therapists in settings that focus on family based and community oriented interventions. Therefore, in addition to the common core curricular experiences in counseling, all students are required to demonstrate knowledge and skills in areas specific to MFT/AAFS through didactic courses and specialized clinical/supervisory experiences. The curriculum for the program builds the knowledge base and skills necessary for practitioners to provide high-quality, effective therapy. It prepares students to use an active, positive approach to therapy that will help individuals, couples, and families of African descent build on their strengths, improve their relationships, and generate solutions to relational problems. The program process is based on a cohort system with 20 students which will meet for eight weekend (Saturday and Sunday) intensives and one evening class per week each

semester. It requires the completion of 56 semester units, a clinical training component, completion of 600 Practicum hours, and a thesis in an area relevant to the African American community.

The MFT/AAFS program at Pacific Oaks College reflects a spirit of encouragement, cooperation, and collegiality, nurturing the best in each student. The field of marriage and family therapy flourishes as a result of the synergism among theory, research, and practice. The program will attract candidates who clearly demonstrate potential for graduate study, and whose personal qualities will contribute to their success to become skilled clinicians interested in moving the profession forward through their clinical work, research, scholarly writing, and professional involvement. The program is generally designed to take students three years to complete. The minimum requirements for admission are discussed in the MFT admissions package. The following materials are required for admission to the MFT/AAFS program:

- Completion of all B.S./B.A./B.A. equivalent requirements before beginning MFT/AAFS course work.
- Three letters of recommendation
- Copy of official transcripts of all previous course work
- A 1,000-word autobiographical statement specific to Marriage and Family

Therapy/African American Family Studies

- Completion of required program and specialization questions as part of the general Pacific Oaks College application package.
- Select candidates will be invited to interview with faculty for admission to the program.

The MFT/AAFS program trains students in general systems theory, developmental theory, community advocacy, and their application to clinical practice with individuals, children, couples, and families of African descent, and be able to appropriately implement these systemic interventions. The student will view the theories critically, appreciating both strengths and weaknesses. The theoretical component of the program provides knowledge of the current thinking underlying the field, major approaches to therapy, ways of assessing problems, and professional issues facing clinicians and individuals of African descent. The clinical component involves developing the ability to appropriately and adequately interview, assess, and manage the treatment of African American individuals, children, couples, and families, including knowledge of preventive approaches such as pre-marital therapy,

training in parenting skills, and relationship enhancement.

Additional required course work to complete the 56 unit specialization include:

MFT 516 African American Family and Child (2 units)

MFT 517 African American Psychology (2 units)

MFT 518 African American History and Culture (2 units)

MFT 519 Advocacy in the African American Community (2 units)

Graduates will have met the academic requirements needed to become a licensed marriage and family therapist (LMFT) in California, a clinical member of the American Association for Marriage and Family Therapy (AAMFT).

Latina/o Family Studies Specialization

The Latina/Latino Family Studies Specialization (LFS) in the MFT program is a comprehensive M.A. in MFT degree program with a special educational emphasis on the diverse mental health needs of Latina/Latino children and families. It is designed as a cohort model based on the comadre-compradre extended family system of the Latina/o culture.

The Latina Family Studies Specialization is a culture centered cohort based on a model of collective-relational learning and teaching. This degree program recognizes the importance of the lived experience and critical thinking skills, and the clinical information is presented within the context of Latina/o history and culture. The theoretical foundation for this specialization is one of Liberation Psychology.

The program seeks to attract students who are passionate about studying MFT theory and practice infused with understanding immigration, acculturation, advocacy and Latina/o mental health issues, and serving as Marriage and Family therapists in the Latina/o community. The LFS-MFT faculty work closely with students to create an academic community that fosters relational and experiential learning in a supportive, humanistic and intellectually challenging environment.

In each class the focus of study is through the lens of the varied Latina/o experiences of children and families. Students are encouraged to become bilingual and to be guided by the mission statement of Pacific Oaks College that call on graduates to work for social justice and equality in their lives and in their professional practice.

Classes are scheduled on six weekends per semester, Fridays, Saturdays and Sundays and are structured in an intensive cohort model. The program requires a completion of 56 semester units, clinical training in selected agencies that work in collaboration with LFS, a proficiency in bilingual

Spanish/English communication skills, and a master's thesis focusing on issues of Latina/o mental health. The LFS program meets the academic requirements of the California Board of Behavioral Sciences for the MFT license.

The core curriculum for MFT-LFS classes is presented within the context of the Latina/o culture and in relation to the experiences of Latina/o children and families. The 56 units required are a combination of MFT courses and The LFS specialization courses which are sequenced for the LFS specialization. The LFS specialization classes are:

MFT 504 Latina/Latino History and Culture

MFT 524 Latina/Latino Family Systems

MFT 554 Latina/Latino Psychology

MFT 534 Historical Trauma

MFT 624 Advocacy and Community Mental Health in the Latina/Latino Community

For further information please call Connie Destito, Program Director, Latina/o Family Studies at (626) 397-1327.

MFT Continuing Education

The MFT Department offers Continuing Education short courses and workshops in many areas of clinical theory and practice. Offerings have included: Using Art in Therapy; Working with Obsessive Compulsive Disorders; Techniques of Gestalt Therapy; Solution Focused Therapy, as well as the Object Relations Therapy series of various courses and workshops.

These programs are open to the community as well as Pacific Oaks students and alumnae/i. The Program is an approved provider of hours for Marriage and Family Therapists and Licensed Clinical Social Workers for renewal of their professional licenses, (Board of Behavioral Science Provider #PCE 853). Students and clinical interns who have a licensed supervisor may use these hours toward their optional experience hours for their licensing requirements.

TEACHER EDUCATION PROGRAMS

The Preliminary Multiple Subject English Learner Teaching Credential (MSEL) offered at Pacific Oaks is the first level of a two-level credential. Candidates complete the second level through an Induction program in their district of employment. The Preliminary credential qualifies candidates to teach K-12 multiple subjects in self-contained classrooms. Pacific Oaks also offers Level I and Level II Education Specialist Credentials which qualify candidates to teach students with mild to

moderate disabilities in K-12 and adults through 22. Students may only enroll in the Level II Education Specialist Credential when they are employed with a Level I Credential.

A student may enroll in the Teacher Education Program as a B.A. or M.A. degree student, as a B.A. equivalent student admitted through the ABLE option, or as a post-B.A. student enrolled only in the credential program. The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children. We believe that

- awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language and ability, and where discrimination against others is identified and challenged;
- teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; our courses model learning environments that take current knowledge about human development into account;
- to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, standards-based instruction, and technology within a challenging and interesting curriculum.

For additional information, contact the Teacher Education Department at (626) 397-1331. At this time Teacher Education classes are only offered in Pasadena.

Performance Level Objectives

By the end of the Teacher education program, our students will:

1. Address CA standards for teaching as evidenced by completed portfolios:
 - a. Students admitted prior to July 2008 will address the 13 Teaching Performance Expectations (TPE's)
 - b. Students admitted after July 2008 will address each of the four Teaching Performance Assessments (TPA's)
2. Identify the needs of diverse learners and design/select/implement instruction accordingly:
 - a. English Language Learners:
 - Develop standards-based instruction and assessment appropriate for English learners' language proficiency levels.
 - Apply knowledge of language functions and forms

- b. Children with Special Needs:
 - Identify a child with special needs,
 - Apply methods used to modify the curriculum and accommodate various learning styles,
 - Collaborate with other professionals to identify appropriate interventions...
3. Demonstrate the ability to design and implement standards based instruction, starting with lesson planning and culminating with creating an integrated unit. In addition, students will be familiarized with state adopted curriculum and learn how to make modifications that reflect the needs of learners.
4. Assess student learning using various informal and formal assessment tools (i.e., running records, student work samples, portfolios, observation and anecdotal records). Students will demonstrate an understanding of the ways in which such assessment tools and strategies inform practice.
5. Demonstrate an understanding of constructivism in the classroom (i.e., classrooms should be inquiry based where curriculum is driven by the interests and needs of students). In addition, students will demonstrate a commitment to issues of social justice and participate in advocacy on behalf of students and families.
6. Become reflective practitioners, and understand that inquiry and observation are central to the teaching/learning process.
7. Demonstrate the ability to teach in a real classroom as the culmination of everything they have learned throughout the Teacher Education Program.

Credential Requirements

Non-course Requirements for all Credential Programs:

- Earned B.A. degree or higher from an accredited institution
- Certificate of Clearance (fingerprints)
- U.S. constitution Competency
- California Basic Educational Skills Test (CBEST) passed
- California Subject Examinations for Teachers (CSET) passed (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)
- Reading Instruction Competency Assessment (RICA) passed
- Level I Technology

*Students admitted prior to 7/1/08 are required to complete a Portfolio. Students admitted after 7/1/08 are required to complete and pass four Teaching Performance Assessment (TPA) tasks over the course of the program.

Multiple Subject English Learner Teaching Credential

Multiple Subject English Learner (MSEL/2042)
Teaching Credential – 44 units

Note: Students are required to complete the Level II program within 5 years at their school district. Candidates are required to complete all TEP fieldwork in sites approved by the department.

- ED 300/500 Introduction to the Teacher Education Program (1 unit)
- ED 310/510 Introduction to Public Schooling (2 units)
- ED 320/520 TEP Practicum A (includes 25 hours of fieldwork – 1 unit)
- ED 321/521 TEP Practicum B (includes 25 hours of fieldwork – 1 unit)
- ED 322/522 TEP Practicum C (includes 25 hours of fieldwork – 1 unit)
- ED 330/530 Language and Literacy in a Diverse Classroom A (3 units)
- ED 331/531 English Language Methodologies in Diverse Classrooms (3 units)
- ED 340/540 Cognitive Development and Mathematics in a Diverse Classroom A (3 units)
- ED 341/541 Cognitive Development and Mathematics in a Diverse Classroom B (3 units)
- SPED 330/530 The Child with Special Needs
- ED 360/560 Integrated Thematic Instruction: Social Studies, Science, and the Arts (3 units)
- ED 370/570 Healthy Children and Classroom Communities (2 units)
- ED 390/590 MSEL Directed Teaching Placement and Seminar (15 weeks, 6 units)
- HD 300/500 Early Childhood Themes and Lifecycle Issues (3 units)
- HD 341/541 Communication for Empowerment (3 units)
or
- SPED 350/550 Collaboration and Communication Skills
- HD 361/561 Social and Political Contexts of Human Development (3 units)
- HD 400/600 Working with Children in a Diverse World (3 units)

Education Specialist Credential (Mild/Moderate)

In this program, candidates earn the Level I and Level II credentials, which authorize teaching of individuals ages 5-22 with mild to moderate disabilities. Teacher candidates who complete the Level I credential have five years from the date of issuance to complete the Level II credential and are required to teach with the Level I credential for 2 years prior to receiving a Level II credential.

A. Level I Education Specialist Credential,
Mild/Moderate – 46 units

Note: Candidates are required to complete all TEP fieldwork in sites selected by the department.

- ED 300/500 Introduction to Teacher Education
- ED 310/510 Introduction to Public Schooling (2 units)
- ED 320/520 TEP Practicum A (includes 25 hours of fieldwork – 1 unit)
- ED 321/521 TEP Practicum B (includes 25 hours of fieldwork – 1 unit)
- ED 322/522 TEP Practicum C (includes 25 hours of fieldwork – 1 unit)
- ED 330/530 Language and Literacy in a Diverse Classroom A (3 units)
- ED 331/531 English Language Methodologies in Diverse Classrooms (3 units)
- ED 340/540 Cognitive Development and Mathematics in a Diverse Classroom A (3 units)
- ED 341/541 Cognitive Development and Mathematics in a Diverse Classroom B (3 units)
- SPED 330/530 The Child with Special Needs (3 units)
- SPED 340/540 Behavior Intervention and Program Planning for Students with Special Needs (3 units)
- SPED 350/550 Collaboration and Communication Skills for Special Educators (3 units)
- SPED 360/560 Assessing and Instructing Students with Mild to Moderate Disabilities (4 units)
- SPED 390/590 Directed Teaching Placement and Seminar (15 weeks, 6 units)
- HD 300/500 Early Childhood Themes and Lifecycle Issues (3 units)
- HD 361/561 Social and Political Contexts of Human Development (3 units)
- HD 400/600 Working with Children in a Diverse World (3 units)

B. Level II Education Specialist (Mild/Moderate) Credential Requirements – 17 units

Prerequisites:

- Possession of a Level I Education Specialist Credential (Mild/Moderate)
- Verification of full-time employment in a public or non-public school teaching students with mild/moderate disabilities for 2 years

Course Requirements: (17 Units)

SPED 600 Induction Seminar A: Developing an Induction Plan (2 units)
 SPED 610 Issues in Special Education (3 units)
 SPED 620 Special Education Law (3 units)
 SPED 630 Advanced Strategies for Teaching Students with Mild/Moderate Disabilities (4 units)
 SPED 640 Assistive Technology and Transition (3 units)
 SPED 650 Induction Seminar B: Evaluating the Induction Plan (2 units)

Additional Requirements Prior to Recommendation for Level II Credential:

- At least 2 years of verified successful full-time employment in a public or non-public school, teaching students with mild/moderate disabilities with a Level I credential
- 3 units or equivalent elective
- Professional Portfolio
- Individual Induction Plan
- Exit Interview
- Health Requirement
- CPR: Infant/Child/Adult TEP

Ethnography Thesis Project

For Teacher Education candidates who are earning a Master's Degree in Human Development, the Ethnography Thesis Project is in place as an option for completing a thesis that meets the requirements for this degree. Students complete their theses in a cohort that spans three semesters, with the same instructor each semester. The instructor serves as the Thesis Chair for each person in the group. Each student is responsible for finding an outside reader to serve as a second committee member. Students advance to candidacy after successfully completing the first course. Their completed and approved ethnography document is submitted to the Library upon completion at the end of the third course, marking completion of the Human Development M.A. thesis requirement. Candidates may start this project when at least half of their M.A. course work has been completed. The required courses must be taken in sequence:

Post Graduate Certificate

Pacific Oaks offers a Post Graduate Certificate for Advanced Study in Human Development, Advanced Study in Early Childhood Education, Advanced Study in Bicultural Development, Advanced Study in Leadership in Education & Human Services, or Advanced Study in Social & Human Services.

ED 697 Introduction to Ethnographic Research in Education (2 units)

ED 698 Working with Diverse Schools and Communities (2 units)

ED 699 Pedagogical, Social, and Cultural Implications (2 units)

GENERAL INFORMATION

LOCATIONS AND TIME FRAMES

Pacific Oaks College currently offers Human Development program classes in Pasadena, in Academic Centers across California, and Online. Present Academic Centers are located in Oakland, Salinas, Santa Cruz, Chico, Sacramento, Visalia, Porterville, Palm Springs and San Diego. Marital and Family Therapy classes are offered in Pasadena and in Visalia, CA. Teacher Education classes are offered in Pasadena. (See website for updates.)

Face-to-face classes are offered in four time frames: Weekends, Extended Weekends, Week-long intensives, and Weekly classes.

WestEd PITE trainings are available annually in southern and northern California and can be arranged elsewhere. Web site: www.pitc.org.

Pasadena Campus

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 classes begin in early August and end mid-December. The spring semester classes begin in January and ends mid-May. 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.

Weekend classes are offered in three formats: Saturday-Sunday three times during the semester, Friday, Saturday, Sunday extended weekend classes (MFT), and on six Saturdays or Sundays.

Weeklong classes are typically offered all day Monday through Friday, but may be offered in other 5-day formats. Early registration is required for week-long intensives.

Note: Most weekend classes and all weeklong classes have out-of-class work scheduled, before, and sometimes after, the actual meeting dates of the class. Consult the Pacific Oaks College webpage for syllabi and letters regarding out-of-class work expectations.

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

- Human Development classes are offered in most time frames.

- Marital and Family Therapy (no specialization) programs are offered mostly in a week-day format.
- Marriage and Family Therapy, Latina/Latino Family Studies and African American Family Studies programs are offered through a monthly Friday-Saturday-Sunday extended weekend timeframe.
- Teacher Education classes are offered in most time frames.

The Pasadena Summer Session begins in June and ends in July. The nine week session includes weeklong, evening 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 three hours and 45 minutes per day over a six-week term. Most classes are offered from 5:00–8:45 p.m.

Weekend and weeklong classes are also offered during Summer Session.

Distance Learning Options

Distance Learning: Programs Outside of Pasadena

Two academic programs, Human Development and Marital and Family Therapy, sponsor degree programs in California outside of Pasadena at Academic Centers. In addition, Human Development offers degree programs Online.

In 2008 – 2009 cohort programs in Human Development are under way in Oakland, Salinas, Santa Cruz, Chico, Sacramento, and Porterville. An M.A. in Marital and Family Therapy with a specialization in Latina/Latino Family Studies is under way in Visalia. Planning for future off-campus programs is in progress. For information, contact the Distance Learning office.

Academic Centers Face-to-face classes outside of Pasadena are scheduled on weekends, extended weekends and as weeklong intensives. They may be planned as cohort programs or serve as resources for any Pacific Oaks degree student.

Most off-campus students enroll part-time and extend their programs over two or more years. However, Human Development students may accelerate the programs and/or increase specialization options by combining classes in Academic Centers, Pasadena, and Online.

Online Programs Online programs leading to the Human Development B.A., M.A. and Post-Graduate Certificate extend access to a Pacific Oaks College education nationwide and internationally. Most online classes last 10-12 weeks; some four-week modules are scheduled throughout the year. The curriculum online is the same as that offered in face-to-face classes in Pasadena and Academic Centers. Two face-to-face classes are required for students in online degree programs. They may be attended as week-long intensives. The distance program, designed for part-time students, leads to the B.A. or M.A. in Human Development or to the postgraduate certificate.

Scheduling of these classes is flexible. Pacific Oaks' alternate time frames and locations enable students at any distance to plan individualized degree programs. Face-to-face classes are available on weekends (meeting monthly) and as weeklongs at all sites. The Pasadena campus offers weeklong, weekday and weekend classes during the six-week summer session as well as fall and spring semesters.

Web-based instruction is available to Pacific Oaks students at any distance. Students log on at any time of day or night. An orientation to Pacific Oaks online is required of all new online students.

Distance Learning
Pacific Oaks College
5 Westmoreland Place
Pasadena, California 91103
(800) 613-0300, (626) 397-1340 or
(626) 397-1320
distance@pacificoaks.edu or
bjones@pacificoaks.edu

COLLABORATIVE PROGRAMS

Early Childhood Consortium

The national Early Childhood Consortium is a cooperative program which brings together four pioneering colleges—Bank Street College of Education in New York, Erikson Institute in Chicago, Wheelock College in Boston, and Pacific Oaks College—in a variety of collaborative activities including conferences, publications, and teaching and learning. With advisor approval, a student at any of the colleges may include study at another Consortium college in her/his degree program.

WestEd Program for Infant and Toddler Care: Trainer Certification

WestEd Center for Child and Family Studies, a California non-profit organization, and the California Department of Education co-sponsor a program certifying trainers of infant/toddler caregivers (PITC). Trainers who have completed this program may receive 8 units of graduate credit in a Pacific Oaks dual-specialization M.A. program: Leadership in Education and Infant and Toddler Care and Development. California residents may qualify for full-tuition State Department of Education fellowships covering the PITC units.

Two intensive WestEd institutes covering the content of the four training modules—SocialEmotional Growth and Socialization, Group Care, Learning and Development, and Culture, Family and Providers—are offered regularly in California and sometimes elsewhere in the US. Website: www.pitc.org

See M.A. Specializations in this catalog for a description of the combined Infant and Toddler Care and Development and Leadership in Education and Human Services specializations. (See page 22.)

Extended and Continuing Education

The vision of the Extended and Continuing Education department is to provide access to higher education to a diverse population of learners. In line with Pacific Oaks College's social justice mission, there are no prerequisites for courses except for the desire to learn, and the tuition is kept affordable to allow access to the community.

All Extended and Continuing Education courses meet the Carnegie standards for academic credit. As many as 30 Extended Education credits may be transferred for admission to Pacific Oaks College's B.A. degree program.

The Extended and Continuing Education department office is located in Pasadena in the 45 Eureka building. For transcripts and other correspondence, the mailing address is:

Extended and Continuing Education
Registrar's Office
Pacific Oaks College
5 Westmoreland Place Pasadena, CA 91103
For more information, please call:
Phone: (626) 397-1342
Fax: (626) 685-2531

OFFICE HOURS

The normal business hours for the Administrative Offices for the College are 8:30 a.m. to 4:30 p.m. Monday through Friday. The following offices which primarily serve students, Admissions, Financial Aid and the Registrar are open Monday, Tuesday, Thursday 8:30-5:00, Wednesday 8:30-6:00, and Friday 8:30-4:30. Student accounts personnel in the Business Office also maintain this schedule. The CARE Center, located at 55 Eureka, will set its business hours based on student needs. All Administrative Offices are closed on weekends and holidays except as posted. It is best to call and make an appointment before visiting an office.

ADVISING

Pacific Oaks students are responsible for being familiar with this Catalog and the requirements for their degrees and programs. All students will be assigned an advisor upon admission. Students are required to contact their advisor regularly to review their academic progress and standing. The process for changing an advisor or site is outlined on page 34.

CENTER FOR STUDENT ACHIEVEMENT, RESOURCES AND ENRICHMENT (CARE)

The Center provides services, support and resources to assist students in reaching their academic and professional goals. The Center's Learning component helps students plan, organize and enhance their writing assignments. Students can further enhance their writing capabilities by participating in writing classes and workshops offered through the Center.

The Center's Career Component assists students in clarifying career goals and objectives, exploring career opportunities and enhancing their job search techniques. Assistance with resume writing, interviewing skills and time management are available through the Center. Students can receive individual assistance or participate in group activities through the various workshops offered. In addition, students seeking employment opportunities can benefit from the Center's employment resources and yearly Career Fair.

The CARE team is also available to assist students with preliminary degree audits, special needs accommodations, international student support, student concern issues and used book resources.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

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 CARE 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 CARE Office located on the Pasadena Campus. (Note: Pacific Oaks does not provide diagnostic services.) Upon receipt of the required materials, the CARE 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 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. Students for whom accommodations have been granted must contact the CARE Director no later than the second week of each semester to discuss their accommodation needs for that semester.
4. Specific accommodations will be coordinated directly with the CARE Director or her/his designee.
5. 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 CARE Office.

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

LIBRARY**Andrew Norman Library**

The Andrew Norman Library supports the degree programs of Pacific Oaks College as well as independent faculty research.

The library collection emphasizes Early Childhood Education and Curriculum Development, Human Development, Family Systems and Therapy, and Child Care. Materials purchased reflect our commitment to issues of racism, sexism, homophobia, ability, etc. These

materials, which include books, videos, DVDs and digital resources, are meant to supplement the college curriculum at the undergraduate through graduate levels. The collection, which numbers over 20,500 titles, reflects the most current research in the fields above includes all of the theses submitted by Pacific Oaks graduates. Most of the theses submitted since 2004 are available in digital form from the record in the library online catalog.

In addition, the library subscribes to some journals in early education, adult education, human development, family therapy, and the related social sciences. We have access to hundreds of other journal articles through our online database services as well as the full text of most doctoral dissertations published in the United States since 1995.

Not all materials required by instructors are available in the library, though library staff do monitor class reading lists and include such materials in their purchasing whenever possible. Required readings which the library does own are placed on reserve each semester, and circulate for one week at a time.

Theses circulate for 2 weeks at a time and the general collection circulates for 3 weeks. All materials can be renewed unless there is a hold on them. 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 research consultations arranged by appointment with the librarian. Bibliographic instruction is also available through a number of the classes offered at the discretion of the instructor. The librarian also provides assistance in specialized research and other reference services. Interlibrary loan is available through the databases.

It is necessary to have a current Student I.D. card (available in the 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. The Library is open Monday through Thursday from 11:30 to 7:30, Fridays from 11:30 to 6:00 and Saturdays from 11:00 to 4:00. Exception days are posted on the Library website monthly.

Call the library main number to renew books at 626.397.1355 or e-mail the library at library@pacificoaks.edu.

Archives

The Marianne Wolman Archives is housed in 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 serve as a repository of documents relating to the history of Pacific Oaks College and Children's School. The Archives are open by appointment only and are available for use by researchers, including faculty and students, by special permission. Appointments may be made by contacting the Library at (626) 397-1355.

ADVANCEMENT PROGRAMS

The mission of the Office for Advancement is to advance Pacific Oaks College and Children's School, internally and externally, through raising funds, cultivating and fostering public and community relations, and by strengthening the relationships between Pacific Oaks alumnae/i, faculty, students, staff, and friends of the institution.

If you would like to support Pacific Oaks as an alum, donor, or volunteer, please call us at (626) 397-1324 or e-mail advancement@pacificoaks.edu.

2008 –2009 TUITION AND FEES

Tuition/per unit	\$859
Application Fee for Admission*	\$55
Application fee for readmission (absent 5 or more years)	\$55
Re-entry fee	\$30
Late registration fee (during Add/Drop)	\$30
Late transaction fee (after Add/Drop)	\$30
Student Services fee (per semester)	\$30
Online Fee (per semester)	\$60
Petition waiver fee	\$30
Interlibrary loan transaction fee	\$1+
Library card (guest) per year	\$35
Library card (student not currently enrolled)	\$10
Application fee for non-matriculating students	\$30
Assessment of experience (ABLE option—1 unit course fee)	\$859
B.A. per unit (upper division)	\$177
M.A. (B.A. equivalent) fee	\$5,314
Materials fee (per class)	\$ 15–50
Change of Program fee	\$15
Child Development Permit Processing Fee (per level)	\$10

* Pacific Oaks B.A. students do not pay application fees for graduate programs.

Graduation Application Fees

B.A. Degree	\$45
M.A. Degree	\$65
Teaching Credential	\$20
Late application for Graduation/ Thesis Submission	\$40
Personal copy of thesis (optional)	\$35
Transcript Fees (applies to College and Extended Education transcripts)	
Transcript	\$10
Rush Transcript	
(2 day service; sent first class mail)	\$20
Emergency Transcript	
(2 day service; sent Express Mail)	\$35
Other Schools/each (credential students only when sent for licensing purposes)	\$10

Teacher Education Fees

(Contact Teacher Education Department for CCTC
Credential Application fees)

U.S. Constitution Exam	\$35
Credential Processing	\$35
Internship Certificate	\$35
SB57 Early Completion Option	\$250
Children's School Practicum Fingerprint clearance through FBI and Child Abuse Index through California Department of Justice	\$96
(Contact Children's School Administrator for forms.)	

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

Business Office Fees

Late Payment Fee	\$25
Missed FACTS Payment Fee	\$25
Charge for returned checks	\$20

FACTS Fees*

Payment plan enrollment fee	\$25/semester
or	\$45/year
Missed FACTS payment fee	\$25

Fees are 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 (i.e., CL 469,
credential application) are not available until all
bills have been paid.

*Payment plans are only available through

"FACTS" and are subject to the enrollment fee and
missed payment fee. For more information, con-
tact the Business Office: (626) 397- 1311 or
(800) 699-1311.

Tuition

Tuition is due on the payment deadline or first day
of class, whichever comes first. All students must
complete a Payment Election Form. Tuition must
be paid according to the payment plan elected.

Transcript Requests

A transcript of College work costs \$10 per copy.
Please allow ten working days for processing a
college transcript. A rush college transcript may
be requested for a \$20 per copy fee. Please allow
two working days for processing. You may also
request a rush transcript to be sent via Express
Mail for \$35. All requests for College transcripts
should be in writing and addressed to:

Registrar's Office Pacific Oaks College
5 Westmoreland Place Pasadena, CA 91103

All requests should include the following infor-
mation: Name(s) while in attendance at Pacific
Oaks; signature of student; social security num-
ber; phone number; date of birth; complete
address where transcript should be sent; and
dates of attendance, if known.

All requests for Extended and Continuing
Education transcripts should be addressed to:
Extended and Continuing Education
Pacific Oaks College
5 Westmoreland Place Pasadena, CA 91103

All requests should include the following infor-
mation: Name(s) while in attendance at Pacific
Oaks; signature of student; social security num-
ber; date of birth; complete address of where
transcript should be sent; class completed; and
dates of attendance, if known.

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

COLLEGE POLICIES

SATISFACTORY ACADEMIC PROGRESS POLICY

Students must maintain satisfactory progress
toward an academic degree to continue to be
matriculated and to be eligible for financial aid.
Though non-matriculated students are by defini-
tion not pursuing a degree, academic progress
rate expectations apply to them as well. At Pacific
Oaks College, a student's academic progress is

measured by both quantitative and qualitative components at the end of the each semester by the Registrar's Office.

Satisfactory Academic Progress Determination

1. **Quantative Measures — Maximum Cumulative Attempted Credits:** To continue to qualify for federal financial aid programs, students must complete their program of study within a maximum time frame, measured by attempted unit hours, and must earn a minimum percentage of all attempted unit hours. The maximum number of attempted units cannot exceed 150% of the published length of the student's academic program. In accordance with Title IV regulations, transfer credits from other institutions that are applicable to a student's Pacific Oaks College degree program are counted toward the maximum attempted units (consortium agreement).

Degree Program	#of Units Required to Complete Degree at Pacific Oaks College	Max # of Units that can be taken at Pacific Oaks College*
B.A.	124	54
B.A. ABLE	124	63
B.A.- Cred MSEL/Special 1/Special 2	124	54/54/65
M.A.	30	30*
M.A.-Cred, MSEL/Special 1/Special 2	30	50/52/71
M.A./MFT	50	50
M.A./AAFS	56	56
M.A./LFS	54	54
M.A. ABLE*	33-42	42*
M.A. ABLE/MFT	51	57**

2. **Qualitative Measures — Academic Standing:** A Pacific Oak College student's progress toward a degree is measured in semester units; to be in good academic standing a student must be earning units in satisfactory proportion to the number of units attempted. A cumulative earned/attempted ratio is calculated for each student at the end of each semester and used by the Registrar's Office to determine academic standing. Since Pacific Oaks College evaluates its students by written narrative statement and does not calculate a grade point average (GPA), an undergraduate student is considered to have a "B" average if the student has received an evaluation of "Satisfactory (S)" in 75% of the courses attempted in a semester. A graduate student is considered to have a "B" average if the student has received an evaluation of "Satisfactory (S)" in 75% of the courses attempted in a semester.

Special Considerations

Academic progress advances only when a student earns academic credit towards graduation. A student does not earn academic credits and makes no progress academically under the following conditions:

1. The student receives No Credit (X);
2. The student withdraws from a course after the add/drop deadline published in the Catalog.

Both of these situations count in the determination of units attempted, and thus affects the calculation of the student's cumulative rate of progress.

Incomplete (I): Incomplete (I) courses are excluded from the calculation in the initial satisfactory academic progress evaluation. Students have up to one month prior to the end of the semester following the term in which an Incomplete (I) was given (until the end of either April or November) in order to submit any written work required to satisfy the completion of the class. If the Incomplete (I) requirements are not satisfied by the end of the semester following the term in which the Incomplete (I) was assigned, a grade of No Credit (X) will be given and the course counts as units attempted.

Evaluation Delayed: Because a delay in evaluation is the fault of the instructor, Evaluation Delayed courses are excluded from the calculation in the initial satisfactory academic progress evaluation. The course will be factored into the calculation of the student's cumulative progress at the conclusion of the semester the instructor issues the evaluation.

Work in Progress: Work in Progress courses are excluded from the calculation in the initial satisfactory academic progress evaluation. The course will be factored into the calculation of the student's cumulative progress at the conclusion of the semester the course concludes.

Transfer Credit: Transfer courses will count as units attempted and earned.

Repeated Courses: In the case of course repetitions, only the highest unit award is counted toward the degree requirement. All attempted units are included in the calculation of the maximum cumulative attempted units (above) and the cumulative completion ratio; however, the number of earned units for the repeated activity will only be counted once toward fulfilling degree requirements.

Academic Probation

Students who are not making satisfactory academic progress by the evaluation deadline of the enrolled semester (minimum .75 cumulative completion ratio) will be placed on probation for their next semester of enrollment. Once notified in writing, the student must immediately make an appointment with the student's academic advisor to develop a probation plan. The plan will be negotiated with the advisor and approved by the Academic Director. The probation plan must be filed with the Registrar's Office by the end of the add/drop period of the semester subsequent to notification, or the student will be considered out of compliance with the satisfactory academic progress policy and subject to academic dismissal. By the end of the add/drop period, the Registrar's Office provides the Office of Financial Aid with the names of those students who are on academic probation, as well as those who are out of compliance with the satisfactory academic progress policy. Note: Failure to submit a contracted probation plan or necessary petitions will result in notification to the Office of Financial Aid that the student is out of compliance with the satisfactory academic progress policy. Students maintain aid eligibility while on probation; however, it is the student's responsibility to discuss their progress as related to available funding with the Office of Financial Aid directly.

At the end of the contract semester when student transcripts are mailed, the Academic Program Director, working with the student's academic advisor, will determine if the student has satisfied the conditions of the probation plan. Students who fail to satisfy the requirements of the contract or to achieve a cumulative completion ratio of at least .75 are subject to academic dismissal. Students, who satisfy the terms of the probation plan but fail to achieve a cumulative completion ratio of at least .75, must remain on probation and continue to contract to probation plans until the cumulative completion ratio is at least .75. Students will not be eligible for financial aid for the second consecutive term of probation. The Academic Program Director rescinds the academic probation in writing when the student satisfies the terms of the probation plan and achieves a cumulative completion ratio of at least .75 (refer to Financial Aid Satisfactory Academic Progress Policy).

Achievement of the .75 overall completion ratio must be possible within the maximum cumulative attempted credits for degree completion listed above in order to maintain financial aid eligibility. Regardless of semester completion

ratios, the student will remain on probation until a cumulative completion ratio of at least .75 is achieved. Waivers of academic dismissal (extension of probation) will not be extended beyond a second consecutive semester without mitigating circumstances and/or concrete evidence that academic progress has been made.

Academic Progress Dismissal

Dismissal for academic reasons occurs when a student cannot show cause for being allowed to pursue study. In most cases, this will occur after two successive semesters of failure to achieve an overall completion ratio of .75 or the student reaches the maximum time frame for completion of the academic program. In rare instances, when it is evident that a student is unable to benefit from continued enrollment in the college, the Academic Director of the program may academically dismiss a student without warning as warranted by the student's academic record.

The student and the Office of Financial Aid will be notified in writing by the Registrar's Office of academic dismissal following the semester's evaluation deadline. Note: If any student has not earned any of the units attempted in a semester, the last date of the student's attendance will be determined and may necessitate the collection and return of disbursed financial aid funds.

Reinstatement after Academic Progress Dismissal

To return to Pacific Oaks College, an academically dismissed student must reapply through the Admissions Office after at least one semester away from the College as a matriculated student. In order to be reinstated, a student must present written evidence that the student is ready and able to make satisfactory progress. Academically dismissed students may enroll in learning activities as non-matriculated students, but will be ineligible for financial aid or veteran's benefits. Enrolling as a non-matriculated student or interrupting attendance for one or more semesters do not in themselves affect a student's academic standing. Accomplishments during this period are considered as criteria for readmission.

Requests will be considered on an individual basis and readmission is at the sole discretion of the College. A student who returns from academically dismissed status with a cumulative completion ratio below .75 is placed on probation as part of the readmission decision; this information will be provided to the student's advisor, and the student must contract to a probation plan. Failure to meet the terms of the probation plan at the end

of the first semester after returning from a required leave of absence will result in dismissal from the College.

Students who have been reinstated after academic dismissal and who have received financial aid (California or federal) in the past are not automatically eligible for such aid again.

Students who are academically dismissed for a second time are not eligible for reinstatement.

Written Notice

Pacific Oaks College provides written notice to the student when a student is placed on academic probation, probation status is rescinded, the student is academically dismissed, or the student is reinstated. Copies of written notices are sent to the Registrar's Office, the Financial Aid Office, and the student's advisor.

Appeals

A waiver of the automatic academic dismissal or an appeal of adverse SAP determinations may be granted only by submitting a written petition within 30 days of the adverse decision citing mitigating circumstances to the Chief Student Services/Enrollment Officer for an exception to academic policy. Students will be notified in writing of the Chief Student Services/Enrollment Officer's decision within 30 days of the receipt of the original appeal. The decision of the Chief Student Services/Enrollment Officer is final.

STUDENT WITHDRAWAL POLICY

(Return to Title IV Funds)

Federal Title IV and institutional financial aid is earned based on the percentage of the enrollment period the student completes. For the purpose of this policy, the period of enrollment is a semester. The beginning of a semester is the first day a student's class is scheduled to meet and the end of the semester is the last day. To determine the amount of federal aid and/or institutional aid earned up to the time of withdrawal, the Office of Financial Aid will divide the number of calendar days the student attended classes by the total number of calendar days in the semester. The College will use the Title IV formula to calculate institution aid "earned" and return aid not earned to the College. Scheduled breaks of five days or more are excluded from the calculation. A student who withdraws after completing more than 60% of the enrollment period has earned the full amount of aid that can be disbursed for the enrollment period.

If a student withdraws on or before completing more than 60% of the semester, the amount of earned and unearned financial aid is calculated.

Unearned federal financial aid (the difference between earned aid and disbursed aid) is returned to the Title IV programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Other federal loan or grant assistance

The withdrawal policy for unearned state grants and external scholarships is determined by the institution in collaboration with the individual awarding agency.

A student who is considering withdrawing from Pacific Oaks College is strongly encouraged to contact the Financial Aid Office to determine the impact of the withdrawal on financial aid and the student's account.

ADD/DROP POLICY

Students are responsible for dropping classes in which they no longer desire to be enrolled. Students wishing to add a class during the add/drop period must meet with their advisor who will formally add their courses electronically through Web Advisor. During the add/drop period, students may drop courses without their advisor's signature by submitting the Student Drop form.

After the add/drop period, students wishing to add/drop due to extraordinary circumstances must submit an administrative add/drop form on appeal. Approval will be based on institutional refund and financial aid policies.

Deadlines:

Weekday Classes: end of second week of classes

Weekend Classes: by 12:00pm (noon) on second business day after the first class session

Weeklong Classes: by 12:00pm (noon) on second business day after the first class session

Any refund due to a student will be in accordance with the following schedule.

- Before the add/drop deadline 100%
- After the add/drop deadline 0%
- A grade of "W" will be recorded for any class dropped after the add/drop deadline. Appeals may be made in writing to the Chief Student Services/Enrollment Officer.

PROGRAM CHANGE

After discussing a change with her/his faculty advisor, the student submits a completed “Program Change” form to the Admissions Office indicating the change. Until the change has been approved, you must continue with your current program and advisor. You will receive notification in the mail once the Admission Status Change form has been processed. Note that changes in the Admission status are not automatic and require faculty review and approval.

The following is a list of changes that require completion of the Admission Status Change form:

- Addition of teaching credential(s) to the B.A. or M.A./HD degree
- Addition of the M.A./HD degree to a Teaching Credential Program
- Traditional admission to ABLE admission status
- Changes within the ABLE admission option
- M.A./HD degree to MFT degree
- MFT degree to M.A./HD degree
- ABLE admission status to traditional admission status

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 CARE Director to assist in this process, if they choose. A change is made through the student’s academic department or program.

CHILDREN IN THE CLASSROOM

The Pacific Oaks mission statement reflects a commitment to meeting the needs of children and families. However, we expect students who are parents to make arrangements for child care off campus. The administration, faculty, and staff of the college understand that situations may arise where a student’s child care arrangements fall through. When such a situation arises, the student is asked to notify the instructor in advance to discuss whether the presence of a 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 Enrollment Management for review.

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

At no time may children use the Pacific Oaks computers. This includes computers in the computer lab, CARE Center, Library or offices.

COURSE WAIVER POLICY

Certain required courses in the Pacific Oaks curriculum may be waived by students who meet specific criteria. Processes currently exist for waiver of Thesis Development.

Requirements met by waiver do not appear on the transcript. Students may still be responsible for the units associated with the waived requirement. Waiver forms and instructions can be obtained from the Registrar’s Office or academic advisors. The approval process begins with the academic advisors. Please consult with your advisor to determine eligibility to attempt a class waiver.

ELIGIBILITY FOR REGISTRATION & COMMENCEMENT

Students must submit a Graduation Application to the Registrar’s Office during the last semester of their program. The Registrar’s Office will then perform a degree audit to insure that all degree or program requirements have been completed. For students planning to participate in Commencement ceremonies, the Graduation Application must be submitted by February 1. All Master’s degree-seeking students planning to participate in the graduation ceremony must complete and submit their Thesis to the Library by April 1st.

In order to participate in Commencement, students must be fully admitted and have no more than 6 units of outstanding course work. In addition,

tion, it is the policy of Pacific Oaks College that no student is eligible to register for courses 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.

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 intellectually 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?

Narrative evaluations can be translated into letter grades for students who request a letter grade or grade point average for graduate applications or financial aid/scholarship applications. Students must submit documented proof of the requirement with their request to the Registrar's Office.

Satisfactory (S)

This grade is given when a student has successfully completed all class requirements.

Incomplete (I)

An "Incomplete" 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 an "Incomplete" was given (until the end of either April or November) in order to submit any written work required to satisfy the completion of the class. If the "Incomplete" requirements are not satisfied by the end of the semester following the term in which the "I" was assigned, a grade of "No Credit" will be given. (See Incomplete Policy on page 38.)

No Credit (X)

Students will receive a "No Credit" when: they have received an "Incomplete" and the contract period has elapsed without successful completion of the contracted work; or the instructor determines that an "Incomplete" 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.

No Credit (NC)

To be used for Zero unit and Documented Competency (DC) courses instead of the "X" grade.

Credit (CR)

To be used for Zero unit and Documented Competency (DC) courses instead of the "S" grade.

Withdrawal (W)

Students will receive a "Withdrawal" if they drop a course after the add/drop deadline. The tuition for the course will still be charged to students' accounts and students will be allowed to keep all financial aid funds that have been previously credited to their accounts.

Work in Progress (WP)

Work in Progress is given when a student is enrolled in Master's Project which extends beyond one semester.

Procedures Regarding Evaluation Complaints

Student complaints regarding a class evaluation or grade will not be reviewed until after one semester from the date of issue of that evaluation.

Complaints will be reviewed as follows:

Students are encouraged to consult with the instructor before initiating a grade review process as outlined in this procedure.

The student will provide the evaluation received in the course, together with the reason for the complaint, specifying as accurately as possible all pertinent performance indicators and

attendance data, if applicable. This information will be filed in writing with the Registrar. The complaint will be forwarded to the Academic Director and to the course instructor for the instructor's review and possible adjustment.

The course instructor will return her/his decision in writing indicating the basis on which the decision was made and include the current evaluation written for the student, the evaluation criteria for the course, performance indicators, and attendance data, if applicable, achieved by student in that course. The decision is transmitted to the student through the Registrar with whom the complaint was initially filed.

Ordinarily, the above process of review should be sufficient, but if the student feels there were extenuating circumstances, a conference may be requested with the Academic Director, the course instructor, and the Registrar. The conference will investigate the circumstances of performance in the course and determine appropriate adjustments if warranted.

Since the evaluation of course proficiency is exclusively within the province of the instructor(s) for a particular course, any adjustments or grade changes may be initiated only by that instructor(s), or under proven extenuating circumstances, by the chief academic officer.

HARASSMENT POLICY

The Student Rights and Responsibilities listed on page 41 echo Pacific Oaks' strong commitment to creating and maintaining an environment free from any type of unlawful harassment. However, the college recognizes the need to establish a more defined policy regarding harassment and sexual harassment. Harassment is destructive to the mission of the institution and will not be tolerated. The following is the College policy for 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 possible so that prompt, effective action can be taken. Pacific Oaks cannot act on matters of which it is unaware.

Harassing Conduct

Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile learning and/or working environment. Such conduct constitutes unlawful harassment when:

- a. Submissions to the conduct is made either an implicit or explicit condition of employment;

- b. Submission or rejection of the conduct is used as a basis for academic evaluation or employment decision;
- c. Harassment interferes with an individual's educational or work performance or creates an intimidating, hostile, or offensive learning or working environment.

Harassing conduct may take many forms, including but not limited to slurs, jokes, statements, pictures, gestures, or cartoons regarding an individual's sex, sexual orientation, race, color, national origin, ancestry, religion, age, gender, physical or mental disability, genetic information or characteristics, veteran status, or any other condition or characteristic protected by federal, state or local laws.

Sexual Harassment

Sexual harassment is one specific type of harassment. It is prohibited by Pacific Oaks policy, as well as federal and state law. Pacific Oaks is committed to providing a workplace and learning environment free of sexual harassment. Sexual harassment may include explicit sexual propositions, sexual innuendoes, suggestive comments, sexually-oriented kidding, joking, teasing or practical jokes, jokes about specific gender, traits, offensive or obscene language or gestures, displays of offensive or obscene printed visual material, and physical contact of a sexual nature. By law, all reports of harassment must be investigated and appropriate action must be taken.

Who May File a Complaint

Any student, staff, faculty member, or independent contractor may report an incident of sexual or other unlawful harassment against any other member of the College community who is believed to have violated the policy.

How to File a Complaint

A complaint alleging a violation of the harassment or sexual harassment policy may be brought to any appropriate member of the College community. Examples of designated persons within the College community would be: Human Resources Director, Chief Academic Officer, V.P. for Administration, CARE Director, Academic Directors, or supervisors. In all cases, except if the complaint is against the Human Resources Director, the Human Resource Director must be notified immediately by the designated staff member, and will investigate the complaint. If the complaint involves the Human Resources Director, the V.P. for Administration should be notified.

In the complaint procedure, the Human Resources Director will inform the complainant of the pertinent considerations involved, such as:

- the details of the complaint process;
- the issues involved in the complaint;
- possible resolutions;
- provisions in the policy for protection of the complainant's confidentiality within the parameters required of the investigation, need for truthfulness, keeping complainant informed of progress, action requested from the complainant;
- provisions in the policy for protection of the alleged offender's confidentiality within the parameters required of the investigation, need for truthfulness, right to be notified of any complaint.

The investigation will include, but not be limited to, interviews with the complainant and the alleged offender. The purpose of the investigation is to establish whether there is a reasonable basis that the alleged violation(s) of the harassment policy occurred.

The Human Resources Director will interview the complainant, the alleged offender and witness believed to have pertinent or factual knowledge of the allegation. The complaint will be investigated in the most confidential manner possible. Every reasonable attempt will be made to handle a complaint in an expeditious manner.

The possible outcomes of the investigation are:

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

When the investigation determines that there is reasonable basis that a violation occurred, the College will take appropriate action. Examples of appropriate actions for Pacific Oaks students and employees include, but are not limited to:

- written notice in personnel or permanent academic file;
- reassignment of the person who is in violation of the policy;
- dismissal of the person who is in violation of the policy

If the complainant is not satisfied with the outcome of the complaint process, the complainant may pursue options outside of the College, such as filing a complaint with the California Department of Fair Employment and Housing (DFEH) or the federal Equal Employment Opportunity Commission (EEOC). DFEH may be

contacted by telephone at (800) 884-1684. The EEOC can be contacted at 1801 "L" Street, Northwest, Washington, D.C. 20507 or at (800) 669-4000.

LEAVE OF ABSENCE/WITHDRAWAL

Situations may arise that require a student to take time off from their studies. Students who find themselves in this situation need to file a "Request For Leave of Absence" form with the Registrar prior to the end of the first semester of leave. A Leave of Absence can be extended for up to one year.

Note: If a Leave of Absence is approved for a term in which a student is currently enrolled, the student will be dropped from all classes.

During a Leave of Absence a student can re-enroll at anytime before the leave expires. Once five years have passed since the last enrollment, a student will be required to apply for readmission.

Students who are using loans to fund their education must be mindful that there is a six-month grace period before repayment of loans must begin. A Leave of Absence does not prevent loans from coming due. Not enrolling for one semester means that approximately four months of the six-month grace period will be used and a student's loan will come due two months after graduation. Any leave longer than six months does mean that loans come due immediately after that six-month grace period is over regardless of the date of graduation.

If a student does not return as scheduled, the college must change her/his status within 60 days to "Withdrawn," with an effective date of the last date of attendance.

When a student decides to permanently leave the College, a "Request for Withdrawal" form must be filed with the Registrar.

INCOMPLETE POLICY

An "Incomplete" grade 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 an Incomplete 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 Incomplete contract. Evaluations for Incomplete are submitted, following the same

time line for classes conducted during the term in which the Incomplete 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 Incomplete is given. Instructors may set an earlier deadline if they wish. Students who fail to meet the conditions of the Incomplete contract will automatically receive a "No Credit." (Only the Registrar may approve extension.)

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 Registrar's 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 or 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 Provost and/or the Registrar.

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

At its discretion, the institution may provide Directory Information in accordance with the pro-

vision 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 the Registrar's Office 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.

RE-ENTRY FEE

If a student is not continuously enrolled and does not take an official Leave of Absence, she/he must pay a reentry fee upon return in order to be an active student.

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.

An alcohol and chemical dependency treatment referral list is available in the office of the MFCC department. In addition, the college offers a course in substance abuse through the MFCC department for students and college credit.

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 illegal substance on College property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities.

This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act Amendment of 1989).

Pacific Oaks will regularly review the terms of this policy to:

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

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.

STUDENT CONDUCT, COMPLAINTS AND APPEALS

STUDENT CONDUCT

Behavior

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.

Confidentiality

Classes at Pacific Oaks are interactive, drawing on the rich experiences of faculty and student alike. Often in the course of these discussions, information of a personal or potentially damaging nature is shared. It is the expectation of the college that such information will remain confidential, allowing all to share freely without fear of disclosure outside the classroom. Breaches of confidentiality damage the building of community and trust and are not acceptable.

Academic Integrity

Academic dishonesty (ie. cheating, forgery, plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work. For all of the above: In most instances accusations are based on evi-

dence 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 Provost or Dean of Enrollment Management.

Major violations may result in disciplinary action, up to and including dismissal from the College.

STUDENT COMPLAINT PROCEDURES

Students who feel they have a complaint relating to an action by a member of the college community have the following procedure available:

When a student has a complaint, s/he is encouraged first to consult with the person involved before initiating the complaint. If the student determines that the complaint may be handled more appropriately without the person's involvement, s/he may consult with her/his advisor to assist in determining the reasonable course of action, or the student may contact the head of the appropriate department, or the designated complaints officer, or the CARE Director.

When complaints filed with the head of the department have not been resolved, the student may bring the complaint to designated complaints officer (see above) for further action.

The designated complaints officer will discuss the concerns outlined by the student and the options available for resolution. Should the student elect to proceed with a formal complaint, the concerns must be outlined in writing, specifying the complaint, identifying dates and person(s) involved as accurately as possible, and indicate what result(s) that s/he is seeking. The formal written complaint will be forwarded by the designated complaints officer within ten instructional days to the person(s) named in the complaint and to the appropriate department head for a response within ten instructional days.

Should the written response not resolve the complaint, then the designated complaints officer will convene a conference with all parties concerned within ten instructional days, for the purpose of achieving a resolution of the complaint.

The complaints officer will keep all written statements, transcripts, minutes, and resolutions associated with the complaint as part of the confidential files of the campus.

If the conference resolutions do not satisfy the complainant, the designated complaints officer will notify the Provost/Vice Provost for Enrollment and forward the complaint for resolution. The Provost/Vice Provost for Enrollment will review the minutes, transcripts, and other pertinent statements and discuss the complaint with the parties

involved. If complaints filed with the Provost/Vice Provost have not been resolved, she/he will issue a decision to resolve the complaint.

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 CARE Director. Note: Admissions decisions may not be appealed.

If the informal processes do not resolve the situation, the student may choose from one of two formal appeal processes: the administrative appeal process or the appeals committee process.

1. Administrative Appeal Process

a. The student appeals in writing to the supervisor of the party in the dispute. (If it is a staff member, the appeal goes to the department director. If it is a faculty member, the appeal goes to the Academic Director. If the dispute is with the Academic Director or department director, move to "b.") 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. This appeal is to be submitted within 14 calendar days of the conclusion of the informal appeals process.

b. If the department/Academic Director's decision is not acceptable to the student, she/he may appeal to the Provost (for faculty/academic matters) or the Vice Provost for Enrollment (for student services matters) in writing within 14 days of the department/Academic Director's decision. The Provost/Vice Provost will review the entire appeal process and determine if a different decision is warranted. The Provost/Vice Provost's decision will be communicated to the student in writing within 10 calendar days of receipt of the written appeal. The decision of the Provost/Vice Provost is final. No appeals to the President or Board of Trustees will be provided.

c. The timeline outlined in this procedure may be extended in extenuating circumstances by the Provost/Vice Provost, with concurrence of all parties.

2. Appeals Committee Process

a. 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 Provost's

Office). 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 the Chair of the Faculty Appeals Committee. (If the disagreement is with the Chair, 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 (excluding legal counsel) 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.

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

c. The timeline outlined in this procedure may be extended in extenuating circumstances by the Chair of the Faculty Appeals Committee or the Provost/Vice Provost, with concurrence of all parties involved.

STUDENT RIGHTS AND RESPONSIBILITIES

Each student is responsible for the following:

1. Read the Catalog and Schedule of Classes.

The Catalog and Schedule are found on the Pacific Oaks website: www.pacificoaks.edu. They contain all of the information needed to facilitate smooth planning. Questions are encouraged.

2. Submit official transcripts to the Admissions Office when transfer course work has been completed, whether courses are for com-

- pletion of entry requirements or additional transfer credit.
3. Register for classes in keeping with registration deadlines.
 4. Complete drops, adds, and changes of class by the published deadlines (see Add/Drop, page 34).
 5. Make an appointment with your advisor to register for classes or make schedule changes. Students unsure about who advises them should contact their academic department. When approved, students will be allowed to register and change classes over the Internet.
 6. Apply for aid and finalize number of units for the semester.
 7. Pay tuition and fees in full or develop a payment plan on or before the first day of the term. 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, and 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. Adhere to standards of confidentiality regarding information shared by classmates and instructors during class discussions.
 11. 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 CARE Director who will act as a facilitator in resolving the problem.
 12. 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.
 13. Submit change of name, address, or phone number to the Registrar's Office in writing. Name changes require 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. When approved, students may change their addresses, phone numbers and email addresses over the Internet.
 14. It is the student's responsibility to check office hours before driving to Pacific Oaks. It is recommended that students call offices or faculty 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.
 18. In order to ensure that students' administrative records are correct, students must file timely changes of admissions status, program, advisor, location, etc. with the appropriate offices as directed under these policies. ■

COURSE DESCRIPTIONS

EDUCATION

ED 300/500 1 UNIT
INTRODUCTION TO THE TEACHER EDUCATION PROGRAM*Formerly a Special Topics course*

This seminar provides an overview of the “learning to teach” continuum, and of the requirements for earning a Preliminary Multiple Subject English Learner Credential (2042). Students will become familiar with the Teaching Performance Expectations as an accountability tool. Students will learn about the guiding principles and constructivist framework of the program. They will be introduced to the Portfolio Assessment System, and will begin to build their portfolios.

ED 310/510 2 UNITS
INTRODUCTION TO PUBLIC SCHOOLING

This course focuses on broad educational issues including structures, policies, and what it means to be a teacher in a public school. The course will address federal, state, and local structures; governance, and demographics; education finance; standardized testing; teacher associations; California laws; school reform trends; and professional development. Students visit a public elementary school, and write a mini-ethnography.

ED 320/520 1 UNIT
**TEP PRACTICUM A:
FOCUS ON THE CLASSROOM**

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and para-professional and parent participation. This course is the first of a three-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.

ED 321/521 1 UNIT
**TEP PRACTICUM B:
FOCUS ON LEARNERS**

In this class, multiple subject and special education candidates focus collaboratively on the learners as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include observation methods for teachers; teachers’ own biases and perspectives; children’s varied learning needs and how they are met; how children’s strengths are recognized and built upon; ways of grouping learners and whether tracking occurs; the support of English learners or children with special needs; the close observation and description of one child and his or her learning in this setting; and the observation and descriptions of the learners as a group, and their interactions among themselves and with their teacher. This course is the second of a three-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.
Prerequisites: TEP Practicum A.

ED 322/522 1 UNIT
**TEP PRACTICUM C:
FOCUS ON CURRICULUM**

In this class, multiple subject and special education candidates focus collaboratively on the curriculum as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include state-adopted and teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; hands-on learning; and types of formal and informal assessments. This course is the third of a three-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.
Prerequisites: TEP Practicum A & B.

ED 330/530 3 UNITS
LANGUAGE AND LITERACY IN A DIVERSE CLASSROOM

This three-unit course is first in a two-course sequence. It focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and Standards into a program that also draws on children’s real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children’s literature, enrichment versus deficit models of schooling, and analysis of classroom discourse.

ED 331/531 3 UNITS
ENGLISH LEARNER METHODOLOGIES FOR A DIVERSE CLASSROOM

This three-unit course is second in a two-course sequence. It focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and ELD standards into a program that also draws on children’s real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, lesson planning, inclusion, student assessment, differentiation of instruction, enrichment versus deficit models of schooling, and analysis of classroom discourse. *Prerequisite: ED 330/530 Language and Literacy in a Diverse Classroom.*

ED 340/540 & 341/541 6 UNITS
COGNITIVE DEVELOPMENT AND
MATHEMATICS IN A DIVERSE
CLASSROOM

This two-semester six-unit course focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, brain research, and Gardner, 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. The unique needs of English language learners and children with special needs will be addressed throughout the course. This course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learning-centered curriculum.

ED 350/550 3 UNITS
AN ANTI-BIAS APPROACH TO THE
INCLUSIVE CLASSROOM

In this course participants explore the culture of schools from a perspective of diversity and inclusion. The socio-political context of today's public schools provides the basis for examining issues of institutional oppression of students who have differences in gender, race, culture, abilities and class, and the impact that these practices have on our students' success and failure in the classroom. Participants will learn how to develop and implement anti-bias curriculum and instructional strategies that include all students in the school community. Accommodations for at-risk students and students with special needs will be explored by examining classroom environment, learning styles, and school district policy.

ED 360/560 3 UNITS
INTEGRATED THEMATIC INSTRUCTION:
SCIENCE, SOCIAL STUDIES AND THE ARTS

Students, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for 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. Students will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate all curricular areas. 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. Emphasis will be placed on the inclusion of English language learners and children with special needs.

ED 370/570 2 UNITS
HEALTHY CHILDREN AND CLASS
COMMUNICATION

This course is built around the belief that building a classroom community promotes social and academic growth, and personal and community health. Through study, collaborative learning, and reflection, students will explore how safe, caring and respectful environments, student rights and responsibilities, cooperation, collaboration, choice, self-assessment and home-school communication impact the classroom community. Students will also examine legal and practical issues pertaining to children and family health, including alcohol and substance abuse, communicable diseases, physical fitness and P.E., nutrition, and the connection between student health and learning.

ED 390/590 6 UNITS
MSEL DIRECTED TEACHING
PLACEMENT AND SEMINAR

Student teachers work in a public elementary school classroom for a placement of approximately 15 weeks. 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 course work, CBEST, CSET and Certificate of Clearance.

ED 492/692 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 697 2 UNITS
INTRODUCTION TO ETHNOGRAPHIC
RESEARCH IN EDUCATION

This course is the first in a series of three courses and serves as an introduction to the Ethnography Thesis Project. The course introduces candidates to qualitative

research and the use of ethnography to learn about students, families, schools, and community. This course uses the ethnographic method to help students identify a question, gather data in order to "tell the story," and analyze the data to inform their teaching practice. In this course students complete Section I of the ethnography by reflecting on their personal story and how it has led them to the teaching profession. Candidates complete Section II of the ethnography by identifying three students they will follow throughout the study, by interviewing the students and their parents and by gathering data so they can better tell the students' personal and academic stories. Early in the course, students must have their Human Subjects Review forms approved by the instructor. Advancement to Candidacy takes place upon successful completion of this course. Competencies: Research, Fieldwork.

ED 698 2 UNITS
WORKING WITH DIVERSE SCHOOLS
AND COMMUNITIES

In this second course of the Ethnography Thesis Project, students learn about the schools and communities in which they work, and in which their three student subjects go to school. Through interviews and visits candidates place the lives of their three ethnography subjects within a larger social context. Candidates interview school personnel to learn about programs and other resources within the school that may assist in improving the quality of their students' education. Candidates also visit community institutions and establishments, interviewing members of diverse organizations in order to better understand the inherent social and cultural capital within the community. Candidates continue to collect data and work with their three identified students while completing Section III of the Ethnography Project. Competencies: Diversity, Communication, Implementation, Fieldwork.

ED 699 2 UNITS
PEDAGOGICAL, SOCIAL, AND
CULTURAL IMPLICATIONS

This third course is designed as both a scholarly and reflective opportunity where candidates ground their ethnography within a theoretical framework. The course helps students access the larger social and political context of schooling by analyzing issues such as society's perception of schools; the racial, economic and linguistic pressures placed on parents and their children; and the policies and trends that impact learning. The candidates synthesize their experiences with in schools and write about how they will work to create equitable learning environments in the future. Section IV of the Ethnography Project helps candidates synthesize previous readings by analyzing, supporting and discussing their data. Competencies: Research, Development.

HUMAN DEVELOPMENT

HD 300/500 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.

Note: Students who take HD 300/500 as a weeklong or online class must also take HD 302/502 Research Seminar to meet the research competency requirement.

HD 301/501 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 301/501:

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 300/500.

Note: Students who take HD 301/501 as a weeklong or online class must also take HD 302/502 Research Seminar to meet the research competency requirement.

HD 302/502 1 UNIT RESEARCH SEMINAR

Students will learn about the process of writing a research paper, develop a research question, examine the literature relevant to their question, and explore various ways of collecting and analyzing data. Offered as an option for meeting the research competency for a Pacific Oaks degree or for work on a self-selected project.

Note: Required of students who take HD 300/500 Early Childhood Themes and Life Cycle Issues or HD 301/501 Advanced Studies in Human Development in a Weeklong or Online format.

HD 303/503 3 UNITS THE EARLIEST YEARS

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 305/505 3 UNITS COGNITIVE DEVELOPMENT: HOW CHILDREN LEARN

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

HD 306/506 3 UNITS PLAY IN CHILDHOOD

An exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage children in using the skills that are prerequisites for academic learning.

Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be considered. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

HD 315/515 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 320/520 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 330/530 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 others' stories.

HD 335/535 3 UNITS HUMAN DEVELOPMENT: THE ELDER YEARS

Shifting demographics, increased life expectancy, advances in medical technology, economic and financial realities: all these add to the challenges of navigating the later years with grace and dignity. This class provides theory as well as experiential learning. For those who are working with aging populations, interacting with and caring for aging parents or contemplating the aging process, here is an opportunity to explore relevant issues at both the macro and micro level, including deconstructing of stereotypes.

**HD 341/541 3 UNITS
COMMUNICATION FOR EMPOWERMENT**

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

**HD 342/542 3 UNITS
COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS**

In spite of the fact that we spend a great deal of our time with others, rarely do we have an opportunity to see ourselves clearly as we interact with others. The capacity to see ourselves clearly in social interactions is the nucleus of our empathy and the basis of the helping process. Hence, knowledge of ourselves is, indeed, very valuable, in that it leads into the worlds of other people. The focus of the present class is largely experiential, with a central objective being the improvement of our communications skills and the use of ourselves in positive ways in interactions. Students will have the opportunity to learn about themselves by sharing their thoughts, ideas and feelings with group members. A variety of techniques will be used to assist us in our learning and growing. Among these will be active listening, re-framing, role-playing and socio-drama. Context-building for mutual understanding will be an ongoing component of the class.

**HD 345/545 1 UNIT
COMMUNICATION FOR EMPOWERMENT: ONLINE**

What is the impact of the online format on interpersonal communication? How can existing skills be applied and adapted to improve the effectiveness of online communication?

Note: Communication for Empowerment is offered in this modular format online. All three modules must be completed to satisfy core requirement.

**HD 346/546 1 UNIT
COMMUNICATION FOR EMPOWERMENT: IN THE LIFE CYCLE**

Engagement with developmental stages can be enhanced or diminished by communication dynamics. Students will explore the impact of effective communication on specific life cycle issues.

Note: Communication for Empowerment is offered in this modular format online. All three modules must be completed to satisfy core requirement.

**HD 347/547 1 UNIT
COMMUNICATION FOR EMPOWERMENT: IN CULTURE**

One of the most challenging issues we face in cross-cultural communication is the potential for misunderstanding and the need to move from an ethnocentric orientation to the place of cultural equity. Students will examine proxemics, kinesics and paralanguage along with power dynamics.

Note: Communication for Empowerment is offered in this modular format online. All three modules must be completed to satisfy core requirement.

**HD 350/550 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 351/551 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 361/561 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 363/563 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 364/564 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. Observation of children is required.

**HD 365/565 3 UNITS
SOCIOLINGUISTICS: ISSUES OF LANGUAGE AND CULTURE**

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.

HD (A) 366/566 1 UNIT
HD (B) 367/567 1 UNIT
HD (C) 368/568 1 UNIT ISSUES OF LANGUAGE AND CULTURE A, B, C

These modular courses will focus on the development of language within the social and political context and its implications as one of the most powerful transmitters of culture. The modules within this course will focus on the role of language as a tool of social domination or liberation. Areas of emphasis will include the historical, psychological and cognitive factors of language development. Particular emphasis will be placed upon issues of bilingualism and literacy as they relate to the process of bicultural development in the Continental U.S. society.

ISSUES OF LANGUAGE AND CULTURE A: BICULTURAL/BILINGUAL IDENTITY DEVELOPMENT

Cultural response patterns and development of bicultural identity. Becoming bilingual. Impact of systemic oppression on development.

ISSUES OF LANGUAGE AND CULTURE B: LANGUAGE AND CULTURAL MEANING

Language acquisition and communicative behaviors within the sociocultural context. Transmission of culture through language.

ISSUES OF LANGUAGE AND CULTURE C: TEACHING BICULTURAL AND BILINGUAL LEARNERS

Strategies for incorporating the dynamics of cultural diversity within the classroom environment.

HD 370/570 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 biculturation process, and cultural psychological dynamics as they relate to personality and development and identity formation will be examined. An overview of the current literature in the field will also be discussed.

HD 371/571 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.

HD 372/572 1-3 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.

HD 373/573 3 UNITS
THE DEVELOPMENT OF CHILDREN OF AFRICAN DESCENT: SCHOOL AGE YEARS (6-12)

This course will examine the social, emotional, spiritual, cultural and cognitive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of six to twelve. Original research will be presented which covers the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. We will explore the implications of multicultural development of the child within the context of home, school, and community. Emphasis will be placed on how early childhood development takes place within an Afrocentric model. Strategies will be examined that support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD 374/574 1 UNIT
DEVELOPMENT OF CHILDREN OF AFRICAN DESCENT: EARLY CHILDHOOD YEARS (0-5)

This course will examine the social, emotional, spiritual, cultural and cogni-

tive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of zero to five. Original research will be presented which covers the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. We will explore the implications of multicultural development of the child within the context of home, school, and community. Emphasis will be placed on how early childhood development takes place within an Afrocentric model. Strategies will be examined that support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD 380/580 3 UNITS
CHILDREN'S AUTOBIOGRAPHICAL NARRATIVES AS SOCIAL JUSTICE CURRICULUM

The roots of social change within children begins with the learning of anti-bias. Anti-bias/culturally inclusive curriculum begins with children's voices. Who the children are, the home cultures that they bring into the classroom, their world views, and their learning styles must first be unpacked in order for anti-bias to take place. Seeing the child, through the child's own voice, and supporting children in seeing and developing participatory relationships with their peers through their peers' autobiographical stories is the first step in unpacking culture and creating inclusive classrooms. In order for children to become agents of social change within a participatory democracy, they must take an active role in the building of classroom communities, which emerge from the context of their lives. Through the sharing of autobiographical narratives, adults and children gain an important entrance into one another's cultural lives and through that entrance they are able to create realistic inclusive communities. This course will explore using children's narratives as a means of developing anti-bias/culturally inclusive curriculum which supports children's development in terms of being advocates for social change. This course will involve observations in the field as well as participants collecting and documenting children's narratives. These narratives will be used to create anti-bias/culturally inclusive curriculum and the building of participatory classroom communities which empower children in the development as social change agents.

HD 381/581 3 UNITS
HUMAN DEVELOPMENT AND SOCIAL CHANGE

This course will examine the importance of promoting positive social change in times of national stress. Exploring the connection between one's own personal growth and the act of evoking actual change, students will learn useful techniques based in storytelling, art, performance, and action research. Readings will be assigned from feminist theory, cultural studies, critical race theory, participatory democracy, and other frameworks for social change. To put their new thinking into action, each student will design a project proposing actual change at an organization, school, community or government agency. If a student already has an ongoing project addressing social change, this course can be used to improve that project. Group discussion will be a key component of this class.

HD 382/582 3 UNITS
PARTICIPATORY ACTION RESEARCH

This is a methods course designed to give students the skills to initiate a project directed at actual social change. One of the assumptions in such a course is that actual change in an organization or agency or school can become a model that can be replicated in other organizations and even serve as a model for larger change at the level of society itself. Students will be taught pre/post assessment techniques, collaborative decision-making skills, how to build community through intercultural storytelling, how to make budgets, and how to design and implement long term strategies. By the end of the course, each student will have designed an implementation plan (with timelines) and a grant proposal to help carry out that initiative.

A second assumption is when high stress is being visited upon a country's big business, government, education, arts or other social systems, one's own personal development will be linked increasingly to the act of evoking positive social change to make society better. Under this hypothesis, individuals will need to participate personally in collaborative efforts to construct new socially just models and practices for schools, democratic institutions, and community and arts organizations if they are to become whole as individuals - and by the same token, in order to evoke such change, one must come to better know and understand oneself.

HD 383/583 3 UNITS
DEWEY, DUBOIS, VYGOTSKY, FREIRE, AND HOOKS AS SOCIAL JUSTICE PEDAGOGY

Formerly a Special Topics course.

The roots of education for social justice lie in the works of John Dewey, Lev Vygotsky, and Paulo Freire. Their work resonates in the educational and social philosophies of W.E.B. Dubois and bell hooks. Yet today, much of what passes for progressive critical education has been diluted in order to meet the needs of the status quo, and education for social justice has been lost. This course will examine the theoretical works of John Dewey, Lev Vygotsky, Paulo Freire, W.E.B. Dubois, and bell hooks, and ways of constructing progressive critical pedagogy, which is grounded in participatory democracy and social justice.

HD 384/584 3 UNITS
THE POWER OF OUR STORIES: EXPLORING ISSUES OF RACE AND IDENTITY

Much of our identity is formed within the context of race. By examining issues of race, we gain a better understanding of its impact upon our identity development. Opening the doors to race and our identities enables us to better understand and fulfill our role as social justice advocates for children and families within a participatory democracy. This class will explore issues of race and its complex role within identity development. It will take an in-depth look at critical race and racialization theories and the application of these theories to individual and group racial identity development within a global society. Through personal stories and narrative literature, we will unpack how race impacts our identity. We will also explore the affect that unpacking race has upon our perception of ourselves and the world around us. Through the sharing of our stories, we will begin to develop personal transformative strategies to more effectively support our work with children and families.

HD 390/590 3 UNITS
DEVELOPING ANTI-BIAS CURRICULUM: TEACHING OUR VALUES TO OUR CHILDREN

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Attitudes and behaviors towards others in the areas of gender, race, culture, abilities and class will be addressed. Other content will include: developmental issues, curriculum models, analysis of resources/materials and beginning advocacy tools. The importance of self-introspection and critical thinking will be stressed. *Prerequisite: HD 400/600 or permission of instructor.*

HD 391/591 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 putting anti-bias curriculum into action in the classroom.

I—Early Childhood Education II—Elementary Education Prerequisite: HD 400/600, HD 361/561 or experience.

HD 392/592 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 361/561 or 562, or permission of instructor.

HD 393/593 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 361/561, Social and Political Contexts of Human Development, is strongly recommended.

HD 400/600 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 402/602 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 405/605 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 406/606 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 sociocultural 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 advance 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 411/611 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 416/616 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 421/621 3 UNITS
EVALUATING ENVIRONMENTS AND PLANNING FOR CHANGE

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

There will be opportunities to observe at Pacific Oaks and in other settings and to problem solve by altering the environment. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

HD 422/622 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 423/623 3 UNITS
CURRENT ISSUES IN DEVELOPMENTAL ASSESSMENT

The assessment of children's development and learning is a public issue challenging teachers and administrators in schools and early childhood programs. Assessment includes establishing and communicating learning goals, collecting and using multiple sources of information to plan program, involving children in documenting their learning and being accountable to families. Class members will be encouraged to critically analyze observational techniques, developmental assessments, standardized tests, teacher-made tests and portfolio documentation models. The class will discuss strategies for effective response to community demands for accountability.

HD 425/625 3 UNITS
INTERVENTION MODELS IN EARLY CHILDHOOD EDUCATION

This class will focus on the key theories, philosophies, regulations and programs that have been developed to respond to the needs of (a) children who are developing atypically; and (b) children deemed at risk from family dysfunction, abuse and neglect, prenatal drug exposure and community violence. Early childhood special education, therapeutic and social services will be observed and discussed as resources that offer support for early childhood programs and families.

HD 426/626 3 UNITS
WORKING WITH CHILDREN WHO CHALLENGE TEACHERS' SKILLS

Often teachers encounter children who challenge their teaching skills and understanding. This class will help

teachers stretch their skills, develop a better understanding of children who challenge them, and also identify those children whose behavior extends beyond their expertise and may require different or specialized help. Students will use and critique observational and assessment strategies while creating an intervention plan for the support of an individual child. Atypical development, family instability, differences in cultural expectations, and the limitations of the student's own experiences will all be considered as possible influences on the teacher's difficulties with a particular child.

HD 430/630 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. Students will examine developmentally appropriate curriculum and assessment design for diverse literacy learners. Observation of children required.

HD 432/632 3 UNITS
CHILDREN'S LITERATURE

Required for this class is a willingness to be both adult and child as we explore and examine the impact of books upon young minds. We will create positive and memorable curriculum experiences for children by group exposure to a wide variety of children's books and methods.

We will explore when and how to use books and language to meet specific needs, and how to create an environment that encourages a magical encounter between children and literacy.

HD 435/635 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 440/640 3 UNITS
MODELS AND METHODS OF FAMILY/SCHOOL COLLABORATION

Students study the many avenues for family collaboration with preschool and elementary programs, both direct classroom participation and program sup-

port 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 441/641 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 440/640, Models & Methods of Family/School Collaboration, with permission of advisor.

HD 445/645 3 UNITS
WRITING OUR STORIES: REFLECTIONS ON LITERACY DEVELOPMENT

Pacific Oaks students bring a breadth of diverse life experience to the college. They learn through telling and writing their stories about these experiences and develop in-depth knowledge through reflecting on them with others. To be effective in facilitating young children's beginning writing, teachers must have experiences themselves with writing. They must model literacy behaviors, by writing where children can see, scribing children's words, and representing children's play in writing. Writing Our Stories will bridge between the kind of writing that people may be comfortable with before they entered the program with writing that encourages people to express their own culture through writing. Students will practice reflecting on this writing with others to discover how they became literate writers, and what their stories can tell them about what they have learned from their experiences.

HD 446/646 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 communica-

tion 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 450/650 1-3 UNITS
REFLECTIVE TEACHING

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.

HD 456/656 1-3 UNITS
ADMINISTRATION/SUPERVISION: FIELDWORK/OBSERVATION

FIELDWORK 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 fieldwork, journal keeping and seminar participation.

OBSERVATION focuses on 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, reading, and seminar participation.

Available to B.A. student upon discretion of advisor.

HD 457/657 1-3 UNITS
COLLEGE TEACHING/TEACHING ADULTS: FIELDWORK/OBSERVATION

FIELDWORK requires that students be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

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, reading, and seminar participation.

Available to B.A. student upon discretion of advisor.

HD 458/658 1-3 UNITS
PARENT/COMMUNITY WORK: FIELDWORK/OBSERVATION

FIELDWORK requires that students have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or

social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation. OBSERVATION focuses on 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, reading, and seminar participation.
Available to B.A. student upon discretion of advisor.

HD 460/660 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 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 462/662 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 465/665 2 UNITS
**CHILDREN'S ART STUDIO PRACTICUM
AND SEMINAR**

Students will work directly with children ages two to seven 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.

HD 470/670 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 sparks 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.

HD 475/675 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 477/677 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 inter-generational 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 468/668 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 469/669 1 UNIT
ART EXHIBITION

In the course 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.

HD 480/680 0 UNITS
**INTRODUCTION TO
PACIFIC OAKS PEDAGOGY**

A weekend workshop designed to provide an overview of Pacific Oaks Pedagogy with special attention to (1) participation, (2) critical thinking, (3) writing, and (4) presentations. The implementation of Pacific Oaks' mission statement throughout the curriculum is also reviewed. Opportunities for exploration, discovery, reflections are utilized in order to familiarize students with skills to enhance their engagement with course concepts, dynamics and material.

HD 483/683 3 UNITS
QUALITATIVE METHODS

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

HD 491/691 0 UNITS
PACIFIC OAKS ONLINE ORIENTATION
 Required of all new online students. Must be completed before your class begins.

HD 492/692 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 495/695 1–3 UNITS
SPECIAL TOPICS:
 Special interest classes. See current Schedule of Classes for specific description(s).

HD 498 1 UNIT
ASSESSMENT OF EXPERIENCE
 The undergraduate assessment course requires students to reflect, conceptualize, and clearly communicate what they have learned about human development from their life experience. Papers and presentations are the means by which this learning is documented. Papers must demonstrate a deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Final papers are a result of a process that requires writing multiple drafts. While much of this process is an individual one, an essential element of this class is to be an active and participating member of the learning community. Fundamental to the assessment process is the ability to give and receive feedback.

HD 562 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 562:

1. All of the following:
- a. M.A. or post-baccalaureate student
- b. Experience working on issues

- regarding sexism, racism, classism, and disability*
- c. Demonstrated commitment to social justice
 - d. Understanding of the dynamics of institutional and individual biases and use of power, or
 2. M.A. or post-baccalaureate student and previous completion of HD 361.
- Open to graduate students only.*

HD 601 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 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.

Open to graduate students only.

HD 664 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 681 0 UNITS
ADVANCE TO CANDIDACY SUPPORT
 This class is for students who have taken HD 277 Thesis Development and have not yet advanced to candidacy. Structure of this class will include one weekend class and regularly scheduled opportunities for meeting with the instructor.

Focus of this class is to provide support, expertise, information and encouragement for students in the thesis proposal process. Students are preparing themselves to advance to candidacy.

HD 684 3 UNITS
THESIS DEVELOPMENT
 Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis. They 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 class. *Thesis Development is also offered in this modular format online:*

HD 685 1 UNIT
THESIS DEVELOPMENT A
 Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis.

HD 686 1 UNIT
THESIS DEVELOPMENT B
 Students will initiate literature searches and develop and pilot their methodology. *Prerequisite: HD 685, or waiver.*

HD 687 1 UNIT
THESIS DEVELOPMENT C
 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 class. *Prerequisite: HD 685/686, or waiver.*

HD 689 0 UNITS
THESIS SUPPORT GROUP
 An online facilitated group providing mutual support in thesis writing. This group is ongoing and may be joined at any time.

HD 690 0 UNITS
THESIS WORKSHOP
 This course provides support during thesis writing by linking course work to the thesis process through fieldwork/data gathering and theory work/literature review. It also supports the integration of all thesis chapter material into a final document. *Prerequisite: HD 984 Thesis Development or equivalents.*

HD 697 1 UNITS
THESIS/MASTER'S PROJECT
 This is a one-time option for Thesis/Masters project enrollment. Registration in this course allows Masters candidates to work on their thesis with their Chair during one ter. This course gives half-time graduate standing to students regardless of how many unites in which they are enrolled. Students may enroll in this course one time instead of the zero-unit HD 699. The Leave of Absence policy does apply to this option. *Prerequisite: HD 699 Thesis/Masters Project 3-4 unit enrollment.*

HD 698 1 UNITS ASSESSMENT OF EXPERIENCE

The graduate assessment course requires students to reflect, conceptualize, and clearly communicate what they have learned about human development from their life experience. Papers and presentations are the means by which this learning is documented. Papers must demonstrate a deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Final papers are a result of a process that requires writing multiple drafts. While much of this process is an individual one, an essential element of this class is to be an active and participating member of the learning community. Fundamental to the assessment process is the ability to give and receive feedback. The course gives half time graduate standing to the student regardless of the number of units for which the student is registered in that semester. In addition, the student must pay the BA/Equivalent fee.

HD 699 0-4 UNITS THESIS/MASTER'S PROJECT

Registration for thesis advising: A minimum of three units is required for the first semester following advancement to candidacy. Registration for 0 units in each successive term (including summer) will keep the student active for up to 3 additional terms. The student must be active when the finished thesis is submitted. Students who have not completed the thesis at the end of these 3 additional terms must enroll in 1 unit to stay active while working with their committee.

Prerequisite: An Advancement to Candidacy form signed by the Thesis Chairperson on file in the Registrar's office.

MARITAL AND FAMILY THERAPY

MFT 500 3 UNITS THE INTERFACE OF SOCIETY AND HUMAN DEVELOPMENT

This course integrates a variety of theories of human development, with a variety of societal issues, forces and dynamics, including politics, economics, globalization, race, culture, gender, class, sex, sexual orientation, physical or mental ability, privilege and oppression. Using the class participants' lived experiences and critical thinking, along side classic and contemporary texts, the course will explore if, how, and to what extent, society impacts, influences or shapes human development, identity and life choices, and in turn becomes a possible significant factor in the development of mental health stressors, issues, symptoms and needs in individuals and families. This class will devel-

op skills that promote civic empowerment and responsibility in individuals and that enhance and promote social change, as well as develop basic research skills in addressing relevant societal concerns.

MFT 504 3 UNITS LATINA/O HISTORY AND CULTURE

The topics in this course include the histories of Latina/o 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 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.

MFT 510 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 516 2 UNITS AFRICAN AMERICAN FAMILY AND CHILD

This course emphasizes the unique social, economic, religious, educational, and political environments that have affected the structure, function, and dynamics of the Black family and the developing child. The course examines these forces from slavery to present day, including urban and rural influences on the family system of African Americans and other Black families in America.

MFT 517 2 UNITS AFRICAN AMERICAN PSYCHOLOGY

This course will examine various models of Black mental health and ethnic and self-identity development. The impact of Black society, culture, family, racism, and poverty on personality growth of African Americans will be explored. The history of Black Psychology and the pioneer theorists of this movement, such as Kenneth Clark, William Cross, Na'im Akbar, Joseph White, Franz Fanon, Frances Cress Welsing, Wade Nobles, Linda James Myers, and others will be discussed.

MFT 518 2 UNITS AFRICAN AMERICAN HISTORY AND CULTURE

This course examines the history of Black people in America, including the arrival of Africans during pre-slavery, slavery and the migration of African peoples throughout history in America. The culture of Black people and the influences of racism, poverty, politics, and institutions on that culture will be discussed.

MFT 519 2 UNITS ADVOCACY IN THE AFRICAN AMERICAN COMMUNITY

This course will explore the current health status of African Americans, and in particular examines the impact of the mental health systems and their policies, practices, and structures. The role of mental health professionals in advocacy with health systems in the Black community will be discussed.

MFT 520 3 UNITS THEORIES OF MARRIAGE, FAMILY AND CHILD COUNSELING

This class will review the major psychotherapeutic approaches in marital and family therapy. 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 524 3 UNITS LATINA/O FAMILY SYSTEMS

This course will examine family systems and how Latina/o 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 Latina/o families.

MFT 530 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. *Prerequisite: MFT 510 Personality Theories.*

MFT 531 1 UNIT
DOMESTIC VIOLENCE

The impact of domestic violence on the individual, the family and family life will be examined. The types of domestic violence will be presented in this class with special emphasis in understanding the trauma to the developing mind of children and to the mental health of the victim and family. Culture and gender considerations and implications for treatment will be discussed, in addition to the legal responsibilities for the mental health practitioner.

MFT 534 2 UNITS
HISTORICAL TRAUMA

This course will study the history of the conquest and colonization of the Latina/o population and the traumatic impact this history has had on Latina/o families and communities. Historical trauma and intergenerational trauma will be studied as well as the resulting adaptive behavior related to this trauma that may be present and affecting family functioning. Post-traumatic Stress Disorder and posttraumatic symptoms will be studied in relation to their effect on family functioning and on Latina/o communities. Everyday stressors such as discrimination, violence in families and communities, and limited access to resources will be identified and discussed as possible sources of present traumatic experiences.

MFT 540 2 UNITS
TRAUMA AND ABUSE WITH INDIVIDUALS AND IN FAMILIES

This course will examine the impact of trauma on the lifecycle of individuals and families from a developmental framework. We will focus on trauma therapy and other types of therapeutic models, e.g. trauma-focused CBT, EMDR, psychological first aid, etc. to

assist in the recover from trauma from natural disasters, interpersonal violence, war and terrorism. We will discuss spousal and child abuse and mandated reporting, emphasizing etiology, detection, cultural aspects, and treatment approaches. Furthermore, the class will address the occurrence of compassion fatigue or secondary trauma in the practitioner who works with a traumatized population, including strategies to combat its development. *This course satisfies the BBS requirements for course work on spousal abuse and child abuse detection and reporting for mandated reporters.*

MFT 541 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 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 542 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 543 2 UNITS
SUBSTANCE ABUSE, THE INDIVIDUAL, AND FAMILY DYNAMICS

This course will introduce the student to the scope and depth of substance abuse and dependence as a biochemical and psychological addiction and its impact on the individual and the family. Pathogenic sources, therapeutic issues and treatment interventions associated with alcoholism and substance abuse in relation to culture, gender, interpersonal and family dynamics will be examined. Childhood and adolescent developmental issues in relation to families and substance abuse will be presented. The neurological

effects of psychoactive drugs on the brain and how these biological changes impact affect, mood and behavior will be explored. This course will examine both theory and clinical practice. MFT requirement for graduation; registration preference given to MFT students.

Prerequisites: MFT 520 Theories of MFCC and MFT 510 Personality Theories and Clinical Intervention

MFT 549 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 550 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.

Prerequisite: MFT 510 Personality Theories, MFT 520 MFCC Theories and MFT 505 Communication and Counseling Skills.

MFT 551 1 UNIT
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 552 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 554 3 UNITS
LATINA/O 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.

**MFT 558 3 UNITS
PSYCHOPATHOLOGY**

This class will examine the psychopathology of infants, childhood, adolescence, and adulthood within a biopsychological, sociopolitical, and systemic perspective. It will examine challenges faced by individuals, families, and clinicians that require direct and specialized mental health services. The impact of larger systems involvement i.e. health services, social services, child welfare services, and educational institutions will also be explored. The purpose and usage of the DSM IV-TR will be studied with an emphasis on developing competent diagnostic skills and developing confidence with recognizing the etiology and treatment of a variety of mental disorders.

Prerequisites: MFT 505 Communication and Counseling Skills; MFT 510 Personality Theories and Clinical Interventions; MFT 520 Theories of MFT

**MFT 560 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.

Prerequisite: MFT 530 Clinical Theories of Child Development.

**MFT 561 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 562 2 UNITS
RESEARCH DESIGN AND METHODS**

The goal of this two unit course is to acquaint the beginning research student with a variety of research paradigms and methods, both qualitative and quantitative, useful in pursuing clinically relevant and competent research in the human sciences, within the multicultural and diverse sociopolitical context of our society. A variety of such methods will be studied, explored and tried in simulated research tasks, with a focus on the particular needs of the mental health research/practitioner. Basic skills in reading, understanding and assessing research literature will also be developed.

**MFT 572 2 UNITS
THESIS PROPOSAL**

The goal of this course is to help the graduate student choose an appropriate thesis topic, frame the research question to fit the developmental needs and goals of the Masters Thesis and complete the Masters Thesis Proposal. The course is designed to address the research needs of the emerging mental

health professional. The Thesis Proposal will include initial drafts of the Introduction and Methodology chapters, an outline and partial draft of the Literature Review Chapter, and a Pilot Study of the Methodology.

Prerequisite: MFT 562 Research Methods

**MFT 582 0-2 UNITS
MASTER'S THESIS COMPLETION**

In this ultimate segment of the Master's Thesis process, the mental health research student forms the Master's Thesis Committee, receives approval for Advancement Candidacy, and completes the Thesis with the Committee's guidance, support and approval. This includes both limited class time and independent study. The two units provide Thesis Committee availability for 2 consecutive semesters after which the student must register for 1 unit of MFT 582 each subsequent semester until completion.

Prerequisite: Completion of MFT 562 Research Methods and MFT 572 Thesis Proposal

**MFT 585 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, problem formulation, treatment contract, and family case presentation; further the students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment; and contribute to the development of a personal conceptualization of the process of psychotherapy.

Prerequisite: MFT 520 Theories of Marriage, Family and Child Counseling, MFT 510 Personality Theories, MFT 505 Communication and Counseling Skills.

**MFT 586 3 UNITS
CLINICAL SKILLS IN COUPLES AND FAMILY THERAPY**

This class is for advanced students and will emphasize family and couples dynamics. The class will provide a brief overview of couples and family therapy. It will emphasize the understanding of interactional styles that frequently bring couples and families into the mental health settings including court ordered therapy. The development of a working knowledge of the clinical skills of joining, initial interviewing, case conceptualization, treatment

planning, treatment implementation, and termination will be the major focus of the class. Role-play and case presentation will be used to further the student's awareness of the multiple stressors that impact couples and families coming to treatment.

Prerequisites: MFT 505 *Communication and Counseling Skills*; MFT 510 *Personality Theories and Clinical Interventions*; MFT 520 *Theories of MFT*

MFT 591 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.

MFT 595 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 530 *Clinical Theories of Child Development*, MFT 520 *Theories of Marriage, Family and Child Counseling*, MFT 510 *Personality Theories*.

MFT 622 2 UNITS **COUPLES THERAPY**

This is an introductory course for working with domestic partners. This includes an overview of approaches from various schools of thought, as well as training in relationship skills, including the dynamics of bonding and attachment, communication skills, conflict management skills, and negotiating differences. The course will include reflections upon one's own significant relationships; role-playing and skill practice; and application of therapy skills to issues of diversity.

Prerequisites: MFT 505 *Communication and Counseling Skills*; MFT 510 *Personality Theories and Clinical Interventions*

MFT 624 2 UNITS **ADVOCACY AND COMMUNITY** **MENTAL HEALTH IN THE LATINA/O** **COMMUNITY**

This course will address the traditional structures and current practices of institutions that influence and impact mental health services and wellbeing in the Latina/o community. Understanding the historical significance of marginalization and the ecological context of the Latina/o community in relation to institutional socio-cultural blindness will be evaluated. Particular emphasis is on social justice, advocacy theory and developing practice skills needed to become change agents for families in the Latina/o communities.

MFT 632 2 UNITS **PSYCHOPHARMACOLOGY**

This course provides an overview of clinical psychopharmacology for the graduate student in clinical training. It focuses on the use of psychiatric medications for specific mental health disorders, diagnostic issues, and treatment plans, as well as addressing cultural differentials in assessment. The course explores biological etiologies and addresses the extent and impact of side effects in the life of the client. It prepares the MFT Trainee to act as professional support to the psychiatrist/client dyad.

MFT 642 2 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.

Prerequisite: MFT 520 *Theories of MFCC*, MFT 510 *Personality Theories and Clinical Intervention*, and MFT 505 *Communication and Counseling Skills*.

MFT 650 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: MFT 500 *The Interface of Society and Human Development* and/or HD 562, *Advanced Studies in Diversity*.

MFT 651 2 UNIT **PRACTICUM A**

This course provides the initial basic skills that are needed when starting clinical training. Included in the content of the class are the following areas of inquiry: professional role as a Marriage and Family Therapist Trainee (MFT Trainee) and relationships with peers and supervisors at the clinical placement. Initiating first client contact, making an early diagnostic assessment, and establishing an effective therapeutic relationship with a mental health client.

MFT 663 2 UNITS **MFT PRACTICUM B**

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 672 2 UNITS **PRACTICUM C**

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 684 0-2 UNITS
PRACTICUM D**

This class is developmental in its approach and will combine supervision issues that arise in clinical placement with various psychotherapeutic techniques. The class is an advanced class that is designed to provide on-going support for students completing clinical hours and will continue to focus on assessment, treatment planning, and interventions appropriate for individuals, families, and children/adolescents. Culture, race, gender, aging, and sexual orientation will be addressed within the context their therapeutic impact on treatment. The class will also examine ethical, professional, and personal biases that impact the delivery of clinical services.

Prerequisites: Practicum A and Practicum B and Practicum C.

**MFT 691 0 UNITS
CLINICAL TRAINING ORIENTATION
COURSE (CTOC)**

This course prepares students to start their clinical training year and is the last prerequisite for all students to being awarded the professional status of MFT Trainees by the MFT Department. The course addresses all regulations by the Board of Behavioral Sciences of California regarding clinical training, and informs students of the clinical training protocol of the MFT Department of Pacific Oaks College. The course also provides students with initial information and exposure to a variety of mental health community agencies in the LA County, which have been approved as Practicum placements. Finally, the course assists students in securing a Practicum placement for their clinical training year.

SPECIAL EDUCATION

**SPED 330/530 3 UNITS
THE CHILD WITH SPECIAL NEEDS: AN
INTERDISCIPLINARY PERSPECTIVE**

This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. For purposes of enhancing the teacher's effectiveness in the classroom, the following areas will be addressed:

1. Knowledge of, and sensitivity toward, people with disabilities

2. Knowledge of federal/state mandates for educating students with disabilities;
3. Identification and screening of a child with special needs;
4. Involvement of parents in the process of meeting student needs;
5. Collaboration with other professionals to identify appropriate interventions;
6. Application of methods used to modify the curriculum and accommodate various learning styles; and
7. Accessing educational and community resources such as assistive technology, career and vocational education.

**SPED 340/540 3 UNITS
BEHAVIOR INTERVENTION AND
PROGRAM PLANNING FOR STUDENTS
WITH SPECIAL NEEDS**

This course explores the relationship between teacher choices, academic task and classroom environment in encouraging and discouraging student self esteem, behavior and achievement. Four models of behavior management will be discussed from a social systems perspective: psycho-dynamic, behavioral, environmental, and constructivist. Analysis of behavior will be discussed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Teacher candidates will develop skills in designing whole class management systems, as well as individualized programs (positive behavior support plans) consisting of data collection on target behaviors, identification of replacement behaviors with specific behavioral goals and objectives, and appropriate reinforcement strategies.

**SPED 350/550 3 UNITS
COLLABORATION AND
COMMUNICATION SKILLS FOR
SPECIAL EDUCATORS**

This course explores the spectrum of interpersonal and interactive learning skills required of the special educator. Emphasis will be placed on effective communication strategies with students with disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other IEP team members to develop, implement and evaluate individual student programs, including transition plans.

Counseling strategies to enhance the parent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations will be integrated throughout the course.

This course meets the communication competency requirement for HD degrees.

**SPED 360/560 4 UNITS
INSTRUCTING AND ASSESSING
STUDENTS WITH MILD TO MODERATE
DISABILITIES**

This course examines principles and techniques for assessing academic progress and addresses the design of instruction and selection of curriculum materials for students and young adults with mild to moderate disabilities. Class work will include observing and learning from practicing special education teachers. (Fifteen hours of fieldwork/observation is required at two different age levels.) Emphasis will be placed on collecting data from many sources, and accurately interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed over fourteen years of age.

**SPED 390/590 6 UNITS
ESC DIRECTED TEACHING PLACEMENT
AND SEMINAR**

Directed Teaching is a 16-week student teaching experience in a Special Day Class or program for students or young adults with mild/moderate disabilities. The practicum is accompanied by a seminar which meets at regular intervals to discuss experiences with other student teachers, and to refine skills in the following areas:

1. Ability to adapt and modify core curriculum to ensure student learning;
2. Collaboration with families and other professionals to coordinate services;
3. Planning and implementing appropriate individualized instructional programs, including transition plans;
4. Providing a supportive climate for growth in interpersonal relationships;
5. Evaluating children's progress and program effectiveness with a variety of assessment approaches; and
6. Developing an effective classroom management plan, including individual Positive Behavior Support Plans, as appropriate.

**SPED 495/695 1 UNIT
INTERN SEMINAR**

This class requires that students have an intern credential that requires them to be the teacher of record in a classroom. Credit is based on 25 hours per unit of

fieldwork, reflective journal keeping and seminar participation. During this seminar, you will create a classroom management strategy. The experiences you bring to class are the content we study, as opposed to our presenting new information or theories. This quarter will focus on weekly topics without the use of a text. A number of online resources related to individual topics are provided for you. You will be making reflective observations of your teaching or work with children during the first week of each new topic. Each week, you will create a journal entry discussing what you observed associated with the topic provided within your classroom and/or school setting. Many new (and old) ideas will come up for discussion and we'll learn much from each other.

SPED 600 2 UNITS
INDUCTION SEMINAR A: DEVELOPING AN INDUCTION PLAN

This seminar provides guidance, support and assistance to beginning special educators working on their Professional Level II Induction Plan (IIP). Candidates reflect on their current practice in the classroom and assess their strengths and needs based on the state and national standards for the profession. Individual professional development goals are established collaboratively with the school district's support provider and the college advisor. The strategies to achieve these goals become an action plan that outlines the requirements and opportunities for course work, support and professional development. These opportunities offer candidates the chance to pursue specific topics which reflect their own interests and values.

Note: The IIP requires an additional 3-unit elective course or 45 hours of non-college activities as options for professional development which must have prior approval as part of the IIP.

SPED 610 3 UNITS
APPLIED ISSUES IN SPECIAL EDUCATION

In this course, Level II candidates discuss current challenges and controversies in the field of special education, reflect on various positions, options and emotions of each, and research additional perspectives. The reflection and critical thinking involved in discussing these issues will deepen understanding of the realities inherent in teaching students who are often marginalized by the majority culture, and introduce new perspectives which will, in turn, guide actions and decisions in actual practice in the field. Topics include social justice, advocacy, inclusion, least restrictive environment, over-representation of students of color, standardized assessment, and transitional services.

SPED 620 3 UNITS
SPECIAL EDUCATION LAW

This course provides a historical and sociopolitical perspective of the legal mandates for equity in special education, as well as an examination of the current legal policy and leadership issues which impact best practices in both the school and the social services systems. Topics include the review of integral laws and litigation, court cases, policy documents, legal procedures, empowerment of parents and guardians in understanding their rights, and professional ethics related to the provision of services to students with disabilities and their families.

SPED 630 4 UNITS
ADVANCED STRATEGIES FOR TEACHING STUDENTS WITH MILD/MODERATE DISABILITIES

This course will focus on three dynamic aspects of successful teaching practice: assessment, instruction, and behavior management, in relation to creating classroom communities which reflect the complex interaction between the student, the teacher, and the environment. Advanced collaboration and consultation skills will be woven throughout all three topics. Personal reflections and case studies will be used in designing instructional strategies which are both cognitive and affective, and which encourage active engagement in the learning process. Evaluating instructional practices will also be covered.

SPED 640 3 UNITS
ASSISTIVE TECHNOLOGY & TRANSITION

This course addresses a variety of subtopics, including current legislation, funding, assessment, resources and curriculum related to assistive technology (AT) and transition to adulthood. Candidates will learn about advancements in technologies and services that can support a person with a disability to reach individual academic, employment and daily living goals. Candidates will develop skills in administering assistive technology and vocational assessments, and will develop appropriate goals and lessons for student success in school-related or post-secondary tasks. Emphasis will be on working with students who have learning, cognitive, communication and sensory disabilities that cause difficulties in academics, memory, organization, communication, self-help, movement, hearing and vision.

SPED 650 2 UNITS
INDUCTION SEMINAR B: EVALUATING THE INDUCTION PLAN

This seminar facilitates the implementation and documentation efforts of the candidate in attaining the goals they established for themselves in their Individualized Induction Plan (IIP) and compiling evidence that demonstrates mastery of each of the Level II competencies as standards. The outcome becomes the Level II Professional Portfolio, which is reviewed during an exit interview at the end of the Level II program. The portfolio includes, but is not limited to, a personal mission statement, reflections on practice, and artifacts from the candidate's learning experiences.

SPED 492/692 1-3 UNITS
INDEPENDENT STUDY

Available for students in the Education Specialist 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.

ADMINISTRATION

Carolyn H. Denham
President

Jan Brown
Vice President for Administration

Sandra Chen Lau
Vice President for Advancement

David Marker
Chief Academic Officer

Monica Rascoe
Chief Student Services/
Enrollment Officer

Marisa Reyes
Executive Assistant to the President

Jane Rosenberg
Director, Children's School

DEPARTMENTS

Distance Learning
Main Line: (626) 397-1340

Human Development
Main Line: (626) 397-1310

Marriage and Family Therapy
Main Line: (626) 397-1327

Teacher Education
Main Line: (626) 397-1331

FACULTY

Laila Aaen
Academic Co-Director
Off-Campus Education
Ph.D., The Wright Institute in Berkeley,
Psychology. M.A., University of Wisconsin,
Sociology. B.A., Carthage College, Sociology.

Sue Bawale
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.

Susan Bernheimer
Ph.D., Claremont Graduate University,
Education. M.A., California State University,
Northridge, Educational Psychology/Early
Childhood Education. B.A., University of
California, Los Angeles, Social Anthropology.

ReGena Booze
Ph.D., M.A. Fielding Graduate Institute,
Human Development, and Organizational
Systems. M.A., Pacific Oaks College, Human
Development. B.A., California State
University, Hayward, Sociology.

Gretchen Brooke
Visiting Faculty
M.A., Pacific Oaks College, Human
Development

Seon Chun
Ed.D., M.Ed., University of Northern Iowa,
Curriculum and Instruction, Early Childhood
Education. B.A., Ewha Womans University,
Seoul, Early Childhood Education.

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

Connie Destito
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
Ph.D., Newport Psychoanalytic Institute,
Tustin, CA. M.A., Fuller Theological
Seminary, Marriage and Family Counseling.
B.A., Pepperdine University.

Larry Garf
M.A., Pacific Oaks College, Human
Development. B.A., State University of New
York at New Paltz.

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.

Toni Guajardo
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.

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

Betty Jones
Academic Co-Director Off-Campus
Education
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
Marriage, Family and Child Counseling;
M.A., Loyola Marymount University,
Counseling Psychology.

Judith Magee
Academic Co-Director Off-Campus
Education
M.A., Pacific Oaks College, Human
Development. B.A., University of California,
Davis, Psychology.

Aki Ohseki
Ed.D., Teachers College, Columbia
University, Curriculum And Teaching/Early
Childhood. M.A., New York University, Early
Childhood/Elementary Education. B.A.,
SUNY, Albany, Psychology.

Paige Parker
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
Academic Director, M.F.T.
Ph.D., University of Southern California,
Counseling Psychology. M.A. Pepperdine
University, Psychology. B.A., California State
University, Long Beach, Music Therapy.

Joseph T. Sundeen
Academic Director, Human Development,
Pasadena. Ph.D., University of California, Los
Angeles, Anthropology. M.A., University of
California, Los Angeles, Anthropology. B.A.,
Columbia University, History.

Greg Tanaka
Ph.D., University of California, Los Angeles,
Education. M.A.T., New Mexico State
University, Elementary Education/ESL. B.A.,
Williams College, Psychology/Child
Development.

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

ADJUNCT FACULTY

Perla Adef
M.A., Pacific Oaks College, Marriage, Family
and Child Counseling.

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

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

Susan Anguiano
M.A., Fuller Theological Seminary, Theology,
Marriage and Family. B.A., California State
University, Los Angeles, Sociology.

Diane Pasillas Araujo
M.P.A., California State University, Northridge,
Public Administration. B.A., California State
University, Los Angeles.

Nancee Bacigalupi-Darling
M.A., California State University, Los Angeles,
Special Education. B.A., California State
University, Los Angeles, English.

Dianna Ballesteros
M.A., Pacific Oaks College, Human
Development. B.A., California State
University, Chico, Child Development.

Charloteé Bautista-Loria
M.A., Pacific Oaks College, Marriage, Family
and Child Counseling. M.A., Pepperdine
University, Psychology. B.A., Loyola
Marymount University, Psychology.

Sue Bawale
Ed.D. Teachers College, Columbia University,
Curriculum & Teaching/Early Childhood
Education. M.Ed. & M.A., Teachers College,
Curriculum & Teaching/Early Childhood
Education. B.A., Tufts University, Child Study.

Judith Bordin
Ph.D., Fielding Institute, Human
Development. M.A., Pacific Oaks College,
Human Development. B.A., Chico State
University, Child Development.

Rob Brin

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

Karen Cardell

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

Martha Carr

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.A., (ABLE), Pacific Oaks College, Human Development.

Isaac Carreon

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

Karen Caruso

M.A., Antioch University, Psychology. M.Ed., University of California, Los Angeles, Administrative Studies. B.F.A., University of Hartford Art School. National Board of Professional Teaching Standards, 2000.

Delaine Certo

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

Shaun Adrian Chong-Flatt

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

Marisa Colon

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

Irene Cook

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

Glenda Corstorphine

M.A., Fuller Theological Seminary. B.A., Marriage and Family Therapy, Theology. B.A., Oregon State University, German.

Bruce Cowan

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

Sharon Davisson

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

Gloria de la Cruz-Quiroz

M.S.W., University of Michigan. B.S.W., Siena Heights College.

Elizabeth Estrella

M.A., San Diego State University, Counselor Education. B.A., University of California, Santa Barbara, Sociology and Religious Studies.

Angela Fisher

Ph.D., Union Institute and University, Interdisciplinary Studies-Development Psychology. M.A., Pacific Oaks College, Human Development. B.S. Howard University, Microenvironmental Studies & Design.

Karen Fite

J.D., Loyola Law School. M.A., Georgetown University, English. B.A., Pomona College, English and Creative Writing.

Bobreta Franklin

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.A., Pacific Oaks College, Human Development.

William Franklin

Ph.D., Stanford University, Psychological Studies in Education/Child and Adolescent Development. M.A., California State University, Northridge, Educational Psychology. B.A., California State University, Northridge, Psychology.

Senta Greene

M.A., California State University, Northridge, Early Childhood Special Education. B.A., California State University, Northridge, Child Development.

Ruth Anne Hammond

M.A., Pacific Oaks College, Human Development. Certificate, Emmi Pikler Methodological Institute, Budapest. B.A., Southern Methodist University, Fine Arts.

Heidi Hart

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

Marilee Hartling

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.S., Northwest Christian College, Liberal Studies/Psychology.

Dorothy Haskin

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

Mariana Herrera

M.A., Pacific Oaks College, Marriage, Family and Child Counseling.

Stephanie Hopkinson

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

Joseph Hunter

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.A., Pacific Oaks College, Human Development.

Patricia Hunter

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

Suzanne Duarte Jones

M.A., Pacific Oaks College, Human Development. B.A., University of California, Santa Cruz.

Mary Jo Jordan

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

Katie Kissinger

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

Kim Kmetz

M.F.C.C.; M.S., California State University, Los Angeles, Psychology. B.A., University of California, Los Angeles, Psychology.

Denise Landis

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

Druann Landreth

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.A., Pacific Oaks College, Human Development.

Junelle Lawry

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

Sharone Lee

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

Errata: Sharon Lee had not earned a Ph.D. from Fielding Graduate University as reported in the 2006-2008 Catalog.

Constance Lent

M.A., Pacific Oaks College, Human Development. B.A., University of Wisconsin, Education/Spanish.

Debe Loxton

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

Staci Ma

M.S., Pepperdine University, Educational Administration. M.A., Pepperdine University, Educational Technology. B.A., University of California, Los Angeles, Economics.

Claudia Marinai

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

Judith Matson

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

Catherine McQueeney

M.A., Pacific Oaks College, Human Development. B.A., North Texas State University, English.

Hadiyah Miller

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

Adrienne Ann Mullen

M.Ed., University of South Carolina, Columbia, Student Personnel Services. B.S.E., Concord College, Preschool Handicapped and Early Education.

Shirley Murray

M.A., Pacific Oaks College, Human Development. B.A. California State University Chico, Child Development.

Maxa Ott

Ph.D., Southern California Psychoanalytic Institute, Psychoanalysis. M.A., Pacific Oaks College, Marriage, Family and Child Counseling. M.A., Friedrich-Alexander Universitaet of Erlangen-Nuernberg, Germany, Linguistics and History.

Marsha Peralta

M.A., Pacific Oaks College, Human Development. B.A., California State University, Sacramento, Psychology.

Barbara Perkins

Ph.D., Fielding Graduate Institute, Human & Organization Development. M.A., Pacific Oaks College, Human Development.

Lulaellen Pilgrim

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

Lily Pimentel-Anderson

M.A., California State University, Los Angeles, Early Childhood Development. B.S., California Polytechnic University, Pomona, Communication Arts.

Shikana Porter

Ph.D., M.A., California School of Professional Psychology, San Diego. B.A., University of San Diego, Psychology.

Elizabeth Prescott

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

Mario Prietto

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

Merci Quintana-Baragan

M.A., Immaculate Heart College.

Kaye Ragland

Ed.D., Fielding Graduate Institute, Educational Leadership and Change. M.A. Pacific Oaks College, Marriage and Family Therapy.

Kelly Ramsey

M.A., NOVA Southeastern University. B.A., Southern Nazarene University.

Marita Reyes

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

Liz Rogers

M.A., Pacific Oaks College, Human Development. B.A., University College Dublin, Ireland, Philosophy.

Theresa Rochambeau

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

Hermelinda Rocha-Tabera

M.A., Pacific Oaks College, Human Development. M.S., San Diego State University, Counselor Education. B.A. San Diego State University, Mexican-American Studies/Sociology.

Dale Rowden

M.S.W., California State University, Fresno. B.A., California State University, Fresno, Zoology.

Rose Rubio

M.A., National University, Fresno, Counseling. B.A., Reedley College, Child Development.

Azita Sachmechian

M.A., Phillips Graduate Institute, Marriage and Family Therapy/Art Therapy. B.A., Hunter College (CUNY), Psychology.

Margo Sipes

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

Sheila C. Butcher Smith

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

Fiona Stewart

M.A., Pacific Oaks College, Human Development. B.S., Cornell University, Human Development and Family Studies.

Johna Stienstra

M.A., Pepperdine University, Education. B.A., California Lutheran University, Liberal Arts.

Beatrice Sweeney

M.A., Pacific Oaks College, Human Development. B.A., University of Alaska-Southeast, Early Childhood Education.

Phillip G. Tabera

B.A., University of California, Santa Cruz, Psychology. M.A., San Jose State University, Mexican American Studies and Public Policy.

Elizabeth Tertell

M.Ed., University of Illinois, Instructional Leadership. B.S., Southern Illinois University, Early Childhood, Human Development. Postgraduate Certificate, Pacific Oaks College.

Laurie Todd

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

Sonia Torres

M.A., Pacific Oaks College, Marriage, Family and Child Counseling. B.A., California State University, Bakersfield, Liberal Studies.

Nikola Trumbo

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

Lee Turner

Ed.D., Mills College.

Karen Ontiveros Villegas

M.A., Pacific Oaks College, Human Development. B.A., University of California, Irvine, Social Ecology.

Chiquita Waters

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

Denise Lori Watson

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

Suzanne Williamson

M.A., Pacific Oaks College, Human Development/Administration. B.A., California State University, Los Angeles.

Mary Worthington

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

Nanette Wylde

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

Eric Young

M.A., California State University, Dominguez Hills, Special Education. B.A., California State University, Northridge.

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.

Louise Derman-Sparks**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
2008-2009**

Julio Ramirez, Jr., *Chair*
Robert W. Brown, *Vice-Chair*
Michael Buchanan, *Vice-Chair*
Sue Femino, *Secretary*
Andy Wilson, *Treasurer*

Marlene Canter
Angelica Clark
Carolyn Ellner
Fred Marcus
Bill Peters
Allison Shearmur
Jed Sherwindt
Donna Vaccarino
Courtney Valenti
Edwin V. Woodsome, Jr.
David Zander

Life Trustees

Ann Barrett
Olin Barrett
Ray Cortines
Adelaide Hixon
Jack Scott
Betty Williams

2008-2009 CALENDAR**SUMMER 2008**

June 1 - July 31	Summer Semester 2008
March 24 - April 6	Summer Advising & Priority Registration for Distance Learning Students
April 7 - May 9	Summer Advising & Priority Registration for Continuing Students
April 15	Deadline for Summer Financial Aid Application and Priority for Fall Institutional Scholarships
May 12	Open Enrollment Begins
May 23	Tuition Payment Due May 23 or First Day of Class, whichever comes first
June 1	Summer Semester Begins
June 1	Deadline to Register for Summer Classes
June 2	Summer Weekday Classes Begin
June 20	Deadline to Register for Independent Study & Master's Thesis
July 4	Holiday – Independence Day (College Closed)
July 27	Last Day of Summer Classes
July 31	Summer Semester Ends
July 31	Last Day to Submit the Thesis to Earn a Summer Award Date
August 8	Deadline for Faculty to Submit Summer Narratives and Grades
December 31	Deadline for Students to Submit Work to Change an Incomplete Grade Received in Summer '08, Students will Receive a No Credit after this Date

FALL 2008

August 1-December 31	Fall Semester 2008
March 24 - April 6	Fall Advising & Priority Registration for Distance Learning Students
April 7 - May 9	Fall Advising & Priority Registration for Continuing Students
April 15	Deadline for Fall Financial Aid Application and Priority for Institutional Scholarships
May 12	Open Enrollment Begins
August 1	Fall Semester Begins
August 1	Deadline to Register for Fall Weeklong Classes
August 4	Fall Weeklong Classes Begin
August 28	Tuition Payment Due August 28 or First Day of Class, whichever comes first
August 29	Deadline to Register for Fall Weekday Classes
September 1	Holiday – Labor Day (College Closed)
September 2	Fall Weekday Classes Begin
October 9	Holiday – Yom Kippur (College Closed)
October 10	Deadline to Register for Independent Study & Master's Thesis
November 11	Holiday – Veteran's Day (College Closed)
November 27 & 28	Holiday – Thanksgiving (College Closed)
December 1	Deadline for Students to Submit Work to Change Incomplete Grades Received Spring & Summer '08, Students will Receive No Credit after this Date
December 12	Last Day of Fall Classes
December 13 - January 1	Winter Break
December 24	Holiday – Christmas Eve (College Closed)
December 25	Holiday Christmas Day (College Closed)
December 31	Holiday – New Year's Eve (College Closed)
December 31	Fall Semester Ends
January 2	Last Day to Submit the Thesis to Earn a Fall Award Date
January 2	Deadline for Faculty to Submit Fall Narratives and Grades for Fall '08
January 2	Deadline for Faculty to Submit Grade Changes and Narratives for Spring & Summer '08 Incompletes, Students Will Receive No Credit after This Date

Note: The last day to add/drop a class varies. The deadlines are posted on the departments' class schedules on the Pacific Oaks Website, pacificoaks.edu. Dropping after this date will cause the student to receive a grade of Withdraw (W).

SPRING 2009

January 1-May 31	Spring Semester 2009
October 1	Deadline for Spring Financial Aid Application and Priority for Spring Institutional Scholarships
October 1 -14	Spring Registration for Distance Learning Students
October 15 - November 21	Spring Registration for Continuing Students
November 24	Open Enrollment Begins
January 1	Spring Semester Begins
January 1	Holiday – New Year's Day (College Closed)
January 19	Holiday – Dr. Martin Luther King, Jr. (College Closed)
January 23	Tuition Payment Due January 23 or First Day of Class, whichever comes first
January 23	Deadline to Register for Weekday Classes
January 26	Spring Weekday Classes Begin
February 16	Holiday – President's Day (College Closed)
February 1	Deadline to Submit Graduation Applications to the Registrar to Be Eligible to Participate in Commencement, a \$40 Late Fee Applies after This Date
March 6	Deadline to Register for Independent Study and Master's Thesis
March 6	Deadline to Submit the Thesis to Be Eligible to Participate in Commencement, a \$40 Late Fee Applies after This Date
April 6 - 12	Spring Break
April 10	Holiday – Good Friday (College Closed)
April 15	Deadline: Summer/Fall Financial Aid Application and Priority for Institutional Scholarships
April 17	Deadline for Students to Submit Work to Change an Incomplete Grade Received in Fall '08, Students Will Receive No Credit after this Date
May 1	Final Deadline to submit the Thesis to be Eligible to Participate in Commencement
May 1	Deadline for Faculty to Submit Grade Changes for Fall Incompletes, Students Will Receive a No Credit after This Date
May 15	Last Day of Spring Classes, no classes may be scheduled after this date
May 16	Commencement Ceremony
May 25	Holiday – Memorial Day (College Closed)
May 31	Last Day of the Spring Semester
May 31	Last Day to Submit the Thesis to Earn the Spring Award Date
June 1	Deadline for Faculty to Submit Spring '09 Narratives and Grades
June 1	Deadline for Faculty to Submit Grade Changes and Narratives for Fall '08 Incompletes

Note: The last day to add/drop a class varies. The deadlines are posted on the departments' class schedules on the Pacific Oaks Website, pacificoaks.edu. Dropping after this date will cause the student to receive a grade of Withdraw (W).

About Pacific Oaks	2	General Education Transfer Requirements	5
Academic Centers/Cohorts	34	General Information and Services	31
Academic Probation	39	Graduate Admission	7
Academic Programs	12	Harassment Policy	44
Accommodations for Students with Special Needs	36	Human Development and Social Change	16, 22
Add/Drop Policy	41	Incomplete Policy	45
Administration	66	Infant and Toddler Care and Development	16, 22
Admission by Life Experience (ABLE)	5, 7	International Student Admission	8
Admission for Degree, Certificate, Permit and Teacher Education Programs	5	Intern Program	8
Admission to the MFT Program	8	Introduction	2
Admission to the Post Graduate Certificate Program	8	Latina/o Family Studies	30
Admission to Teacher Education Program	8	Leadership in Education & Human Services	23
Advancement Programs	37	Leave of Absence/Withdrawal	45
Advising	36	Library	36
Appeal Procedure	11, 41	Locations and Time Frames	34
African American Family Studies	29	M.A. ABLE Option	7
Archives	37	M.A. Curriculum Specializations	19
Art Education	13, 19	M.A. Human Development Requirements	17
B.A. ABLE Option	5	M.A. in Marital and Family Therapy (MFT)	24
B.A. Curriculum Specializations	13	MFT Continuing Education	8, 30
B.A. Human Development Requirements	12	Mission Statement	Inside Front Cover
Bicultural Development	20	Multiple Subject Teaching Credential	32
Board of Trustees	68	Off-Campus Education (Distance Learning Options)	4, 34
Calendar	69	Office Hours	36
California Child Development Permit	17, 24	Online Programs	35
Career Planning (CARE)	36	Overview of Programs	3
Center for Student Achievement Resources and Enrichment (CARE)	36	Pasadena Campus	4, 34
Change in Admission Status	41	Play, Language and Literacy Sub-Specialization	15
Change of Advisor and/or Campus	42	Post Graduate Certificate	8, 33
Change of Specialization	41	President's Message	Inside Front Cover
Chemical Dependency	46	Privacy Rights	45
Child Care	13, 20	Program Change (Addition/Deletion of a Specialization)	41
Children in the Classroom	42	Re-Entry Fee	46
Clinical Training Program	27	Scholarships	10
Collaborative Programs	35	Sexual Harassment	44
College Policies	38	Social and Human Services	23
Course Descriptions	50	Sources of Financial Aid	9
Course Waiver Policy	42	Special Assistance for Chemical Dependency	46
Credential Requirements	31	Special Considerations	39
Curriculum Philosophy	4	Student Complaint Procedures	47
Degrees, Programs and Specializations (Academic Programs)	12	Student Conduct	47
Developmental Education	14, 20	Student Rights and Responsibilities	48
Distance Learning Options	4, 34	Teacher Education Programs (TEP)	8, 30
Early Childhood Consortium	35	TEP Ethnography Thesis Project	19, 33
Early Childhood Education	15, 21	Transcript Requests	38
Education Specialist Credential	32	Transfer Requirements	5
Eligibility for Registration and Commencement	42	Tuition and Fees	37
Extended and Community Education	35	Undergraduate Admission	5
Evaluations	42	Veterans Policies	47
Faculty	66	WestEd M.A. in Human Development Program	35
Financial Aid	9	Withdrawal from College	41

MAIN CAMPUS

Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103
Admissions (800) 684-0900
E-mail: admissions@pacificoaks.edu

Summer, Fall, and Spring Class Schedules with dates, times and locations may be obtained from the Pacific Oaks College website.

Website

www.pacificoaks.edu



**2008 – 2009
CATALOG**

