

PACIFIC OAKS BULLETIN

1979-1980



PACIFIC OAKS COLLEGE
5 WESTMORELAND PLACE
PASADENA, CALIFORNIA 91103

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES
PERMIT NO. 1108
PASADENA, CALIF.

Address Correction Requested



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DEAN'S MESSAGE

Letting Go

One of the things I enjoy about horse racing is the camaraderie. People at the races talk to each other, exchange information about horses and about themselves. Yesterday I was sitting next to a plump woman in her sixties. She was from Boston. She asked what I did, whether or not I was married, had told me about her children and about the horses she owns. Later she observed that between races, after studying the racing form and making my selections for the next race, I took out a contract law book and studied that. She watched me for a few minutes and then said, "Well, people like you usually scare me. Too smart for me. But people who like to gamble I always like. They can take risks, have fun, they aren't so snobby."

I didn't explain to her my philosophy of gambling, but I realized that what she had said was her way of describing what I describe to myself as the zen of horse racing. I just plain enjoy going to the races, being outside milling around, watching the horses run, watching the different types of track goers, chatting with strangers about a common interest. I also enjoy studying the racing form, working hard at figuring out which horse should win. The zen of it comes in when, after I have done my very best to figure out which horse will win, based on the always inadequate information available (no one ever tells you how your horse is feeling that day), after I have then bet my money, the whole thing is suddenly completely out of my control.

Letting go. Gambling for me is training myself in letting go. Partly it is letting go of the money - in order for letting go to be real, you have to have some kind of stake, you have to stand to lose something you care about, or any thoughts about letting go are an empty exercise. Also it is letting go of control. Deliberately putting yourself in a situation where you stand to lose something you don't want to lose, where you stand a chance of winning something you would very much like to win, and where, beyond a certain very clear point, the whole thing is totally beyond your control.

There is a certain etiquette to losing at gambling. It isn't "done" to be a sore loser. If you take the risk, and then you lose, you must at least appear to let go graciously. And, as I've said, I am interested in the zen of it, in the internal reality beyond the etiquette. I also work at letting go graciously on the inside.

I remember several lessons in letting go that have stayed with me from childhood. As a child I was sure that my mother and many other mothers were terribly ungracious when something in their houses got broken, and, at some point I resolved that I would learn to be gracious in that situation. When something I care about gets broken, by me or by someone else, I take a deep breath and let go. There really is nothing to be done about it, after all. When the race is over, it's over. No amount of continued attachment to your hopes of winning or your wish that something hadn't been broken will undo the event. Continued attachment only gives you a stomach ache, and, if you breach the etiquette and act like a sore loser, it gives those around you a head ache, besides.

When I was six my uncle, who was a pilot and who used to bring me giant weather balloons and coconut-heads and who was altogether very special to me, got married. He came to visit with his new wife, who was from Peru. She turned out to be very special also, warm, funny and exotic. She read to me in an accent I couldn't always understand but which I loved. When it came time for them to leave, I somehow managed to lock my new aunt in the bathroom and put the key down the toilet in the other bathroom. Unfortunately, I failed to flush the toilet, and my grandmother retrieved the key and released my aunt, so that my aunt and uncle were able to depart, more or less on schedule. I was very sad, and I ended up feeling foolish. My parents and grandparents laughed at me then, and my grandmother told that story to her dying day.

Later in life, when I was about twelve, I wanted to go to the movies or somewhere with a friend. My friend was sitting in the living room with me while I tried to persuade my mother to let me go. After an hour or more's argument (during which, I thought then and still think, I was being rational and right and my mother was exercising raw, irrational power) my friend said, "Karen, why don't you just give up?" Of course that made me furious at her, because she was so obviously right. When she said that I knew - a great deal too late - that I should have graciously given up some time ago. I've remembered this incident all these years partly because it was a double whammy in letting go. Not only did I need to let go of winning the argument, of my need to be right. (I had lost sight in the first fifteen minutes of my desire to go to the movies, and the rest of the argument was all about being right.) I also had to let go of a big hunk of pride (if you will pardon my use of a somewhat out-of-fashion term; by pride I of course mean "idealized self-concept"). I was used, in that friendship, to being the smarter and wiser one. I was used to giving, not receiving, advice. And here was my friend uttering what I recognized at once as the wisdom of the ages. I'd like to say that, even at that point, knowing wisdom when I heard it, at least, I gave up graciously. I didn't. I was furious at both of them and went to my room and sulked.

I'm still learning that you can't lock people in bathrooms to keep them where you want them. I'm still learning when graciousness is more important than rightness. Does it seem silly to you that I deliberately practice letting go? There's enough letting go, enough areas where we don't have control that come as a natural part of life, you say? Why don't I just give my money to charity, and deal with those demands for letting go that life deals me? I suppose it is that I feel that what life deals me - the need to let go of people, to turn loose of my pride, to relinquish being right - all of that is too important to face without some practice.

PACIFIC OAKS: AN EDUCATIONAL CENTER

Pacific Oaks, located on two campuses in Pasadena, California, is a unique educational institution which offers upper division and graduate level college programs in human development, four teaching credentials, and a variety of children's programs. Our strongest single commitment is to provide individual learners, whether child or adult, with personal attention in a learning atmosphere free of physical or psychological restraints. Students, parents and staff have unusual opportunities to increase their understanding of the meaning of "responsible community living," from its beginnings in the family to its ultimate application in the world community. These values provide each member of the community with an opportunity to learn and contribute in a place where one belongs and is accepted.

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. Evangelina Burgess was the first Director of the Children's School. Under her leadership word quickly spread that there was a place in Pasadena where children were treated differently. Children were listened to seriously, and given many messages that "you are important," "your ideas are important," "I'm paying attention to you." As more and more people came to be a part of this educational experience, nursery school seminars and workshops were given which led to the award of a nursery school certificate. The teacher-education aspect of Pacific Oaks thus grew out of the Children's School.

Further expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are in Human Development rather than Education because the faculty believes that a teacher must know the whole life continuum to understand him/her self, him/her family and the children he/she works with. Today, these programs have grown to include not only educators but persons working in other helping professions, including counseling, nursing, occupational therapy, police and probation work and related fields. While the early childhood emphasis remains strong, many students now have working with adults as their primary focus.

The Children's School, too, has continued to grow: downward to include an infant-toddler program, upward to include a Primary program and, more recently the Burgess Day Care program was started.

In addition, Pacific Oaks considers research an integral part of its structure. In the last several years, Pacific Oaks has become distinguished as a national information center in the fields of day care and the effects of learning environments on young children. Research projects in these and

other related areas are conducted at Pacific Oaks by faculty members, students and professionals from other institutions. Along these lines Pacific Oaks is cooperating with Merrill-Palmer Institute in Detroit and Bank Street College in New York City through the National Consortium for Children and Families, sponsored by a grant from the Ford Foundation, in preparing joint proposals on issues affecting children and families throughout the nation.

Children's Programs

Our Children's Programs are best known for their emphasis on self-esteem, choice and learning environments. Erikson and Piaget are the theorists who most contribute to the developmental approach. By manipulating environments, not children, the staff facilitates the development of each child individually as he/she interacts with materials and persons of all ages. The child is given time and space to test out his/her ideas about the world. Affective and cognitive growth are meshed with the development of one's sense of "self" and "other".

At present the Children's Programs have about 250 children and 3 Head Teachers. Cultural, ethnic, and socio-economic differences are represented in all programs: morning, afternoon and all day. In any one semester there may be between 60 and 80 college students taking a practicum in the Children's School. Some of these students are Teaching Fellows who assist a Head Teacher for the whole year. Parents may also be helping in the yards.

INFANT-TODDLER: This program is designed to serve infants and their parents or care givers. It is unique because of its outdoor environment for children prior to age 2. As children experience the exciting physical and social world, a seminar, serving as an informational forum and support group, is conducted for the adults. New knowledge about infants seems to be generated by this interested staff/parent cooperative effort.

2 YEAR OLDS: This group serves as a transitional period from the infant-toddler stage to preschool. Young children's socialization and language acquisition are areas of interest in this program. Special emphasis is given to understanding the role of separation taking place between mother and child.

PRESCHOOL: The preschool programs reflect the best of traditional early childhood nursery education. A child's self-image and socialization skills are developed through dramatic play, problem solving, and exploration of open-ended materials. Group projects are developed as well as individual interests. A love of literature is fostered through many opportunities to listen to stories in the classroom and children's library.

KINDERGARTEN: This program is designed to prepare children for the first grade in traditional and alternative schools. Use of manipulatives and language experiences are part of the foundations of the academic program. This learning is fostered in a setting with emphasis on self esteem, peer relation-

ships and social skills.

PRIMARY: Continuing emphasis on self-esteem, choice and the use of the environment, this program incorporates formal academics into the child's experience. Key words and language experience lead into reading "other's" words. Mathematics is related to the real world and computation is introduced gradually in a non-stressful, non-competitive environment. The program has an emergent and multi-cultural curriculum. The child's interests are developed over purposeful days as each child uses exposure to a rich environment for his own growth appropriately. Development of the group's social consciousness is emphasized.

BURGESS DAY CARE CENTER: An all-day educational experience is provided for children from 2½ to 5 from 7:30 a.m. to 6:00 p.m. Taking the task of raising children seriously in cooperation with the parents is a professional commitment. Planning for the child's entire day calls for open times, closed times, structured and unstructured periods. Informally housed in a former home, the program makes every attempt to individualize the days for each child in a nurturing, supportive environment. In addition, surround care is offered for children from 5 to 9.

ADMISSIONS: Children are admitted to the school by an Admissions Committee made up of the Director of the Children's School, staff and parents, which considers diversity of all kinds in achieving a balance in each group. Additional information about the programs and admissions may be obtained by writing:

Children's Programs
Pacific Oaks
5 Westmoreland Place
Pasadena, California 91103

or

714 West California Boulevard
Pasadena, California 91105

The College

College courses emphasize the process of education as much as its content. Three basic concepts have set the tone for the development of the school's educational philosophy. They are: 1) that growth is a dynamic and life-long process; 2) that every individual has a fundamental worth and 3) that each person, no matter how young or old, has a unique identity and human potential which he/she contributes to the lives of all those with whom he/she comes in contact.

At present the College has about 350 students, 28 full-time faculty and 12 part-time faculty. The academic year includes 2 semesters, Fall and Spring, and a six week summer session. Some students are enrolled in "bookend" programs which enable them to complete degree or credential requirements primarily in summer sessions.

Pacific Oaks College is accredited by the Western Association of Schools and Colleges.

B.A. IN HUMAN DEVELOPMENT: Pacific Oaks offers *only* upper division courses. Transfer requirements for admission to the B.A. degree program at the junior level include completion of not less than 60 transferable college semester units with at least a "C" average. These lower division units need to be in four basic areas as follows:

Oral & Written Expression	-a minimum of 9 semester units to include English Composition
Natural Science & Math	-a minimum of 9 semester units to include a course in science, biology preferred
Social Science	-a minimum of 9 semester units to include general psychology and either general sociology or cultural anthropology
Humanities	-a minimum of 9 semester units.

Courses generally not acceptable for transfer:
business courses orientation courses
library courses remedial courses
occupational courses sectarian religion courses
70 units is the maximum number of units accepted from a junior or community college except by special arrangement with the Registrar or the Director of Admissions. No more than 94 semester units may be accepted for transfer from any college or university, as a minimum of 30 units must be taken at Pacific Oaks. A student is required to complete a total of 124 semester units to receive a B.A. degree including at least 30 human development units for the major. Transcript evaluations are available for a fee of \$10 which is applicable toward the \$25 admission application fee. Official transcripts should be sent from all colleges attended to the Registrar at Pacific Oaks.

M.A. IN HUMAN DEVELOPMENT: 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, ecological analysis and research. Ways of demonstrating competence are a matter of ongoing dialogue between faculty and students. A master's project which is an original contribution to knowledge and understanding, based on field experience rather than solely on reading, is expected of each candidate. Optional specialization within the M.A. degree can focus on one of 5 curriculum areas: Administration, College Teaching, Early Childhood Education, Marriage, Family and Child Counseling or Parent/Community work.

CREDENTIALS: Pacific Oaks offers:

1. The Multiple Subject Teaching Credential under the Ryan Act. This authorizes teaching in self-contained classroom, Kindergarten through 12th grade (also preschool). A student may enroll in the basic credential program as a B.A. or M.A. student or as a fifth Year Post-Baccalaureate student
2. The Early Childhood Specialist Instruction

Credential qualifies teachers and supervisors in early childhood programs in the public schools. A basic teaching credential and two years of teaching experience are prerequisites.

3. The Special Education Credentials:

a) Learning Handicapped Specialization and/or
b) Severely Handicapped Specialization qualify teachers and supervisors of children with special needs in public schools and other publicly funded schools. A basic teaching credential, which is also required, may be earned concurrently.

THE M.A. ABLE PROGRAM (Admission By Life/Work Experience): This program is designed for professionals in fields related to human development who have been working for at least five years, who have achieved a level of professional competence which would enable them to work at the graduate level, and have completed 60 or more lower division units even though they have not completed the B.A. This program requires at least two, and often three semesters and/or summer sessions at Pacific Oaks.

THE LITTLE SCHOOL OF SEATTLE: A graduate program leading to the California Multiple Subject Teaching Credential is offered for Pacific Oaks credit at The Little School of Seattle, 8212 116th N.E., Bellevue, Washington 98004. The Little School offers open-structure educational programs for children from 3 to 13. Work completed in this program may also be given partial credit toward the M.A. degree in human development.

THE FIELDING INSTITUTE: Located in Santa Barbara offers doctoral level degrees in Clinical Psychology and Human Services. Students in the Human Services program may elect to spend time taking courses at Pacific Oaks. Send letters of inquiry to:

Don Bushnell
The Fielding Institute
226 E. De La Guerra
Santa Barbara, California 93101

SPECIAL STUDENTS are people enrolled in classes at Pacific Oaks who have not been admitted to one of the degree or credential programs. No application processes or transcripts of previous college work are necessary. (Exception: when a special student wishes to take a practicum, completion of an application and payment of a \$25 fee is required.) Special students are welcome to register for any course listed in the current bulletin for which they meet the stated prerequisites. (Exception: HD092 Independent Study) Enrollment as a special student is not a guarantee of admission to Pacific Oaks. However, units taken as a special student may be applied to a degree or credential program once one is admitted.

ADMISSIONS: General admission requirements are personal and professional experience, academic ability and clarity of goals. Applicants will be selected who show potential for growth through engagement with the Pacific Oaks curriculum, philosophy, style of education and approach to interpersonal behavior. A diverse student group is sought to facilitate students' learning from each

other as well as from the curriculum.

Applicants must submit an application form, an autobiography of approximately 500 words, a \$25 non-refundable fee, and have official transcripts mailed from all colleges previously attended. Tests are not required as part of the admission process. (Exception: foreign students must take the test of English as a Foreign Language - TOEFL)

Admission deadlines: March 1 for Summer or Fall
June 15 for Fall
November 1 for Spring

Admission decisions are made during the month following the deadline date and after all admission materials are completed. Notification of admission status will be mailed about a month and a half after the admission deadline date.

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

Pacific Oaks participates in all applicable Federal Financial Aid programs, as well as awarding limited amounts of privately donated funds. Students are eligible for federal funds at Pacific Oaks College if they are: 1) Citizens or permanent residents of the United States, 2) accepted to or in good academic standing in a degree or credential program, 3) demonstrate financial need, and 4) are full time students defined as 12 units per semester for undergraduate students and 8 units per semester for graduate students. There may be additional requirements depending upon the specific program.

Contact person:

Betty H. Sowell
Financial Aid Officer
5 Westmoreland Place
Pasadena, CA 91103
(213) 795-9161 Ext. 41

Application Deadlines: March 1 Summer Session
March 1 Fall & Spring
November 1 Spring only

These dates are priority deadlines only, applications will be accepted throughout the year. If should be remembered, however, that early submission of forms will insure greater probability of adequate funding of financial need. Applications for the Federally Insured Bank Loan (FISL) and the Basic Educational Opportunity Grant (BEOG) may be submitted throughout the year. In the case of the FISL Bank loan, applications should be made 8-10 weeks before the money is needed. Students should check with individual banks regarding deadlines.

Financial aid programs available:
National Direct Student Loan (3% long-term repayment program). Repayment begins 9 months after graduation or termination of at least half-time status, with

minimum repayment of \$30/month.
Federally Insured Bank Loan (7% long-term repayment loan program). Repayment begins 9 months after graduation or termination of at least half-time status, with minimum repayment of \$30/month. Loan decisions made by the bank.

Basic Educational Opportunity Grant (BEOG). Entitlement grant program from the federal government for students with high financial need. Students must be undergraduates working on the first undergraduate degree.

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

College Work-Study Program (CWSP). Program provides part-time employment for students with financial need. Jobs are arranged by the Financial Aid Office and placement is on campus.

Pacific Oaks Interest-Free Loan. Privately donated fund offering long-term loans without interest. Repayment begins 9 months after graduation or termination of at least half-time status, with a minimum repayment of \$30/month.

Pacific Oaks Scholarships. A limited number of privately donated scholarships are available to needy students, whether or not they are eligible for Federal assistance.

Pacific Oaks Children's School Teaching Fellowships. Advanced students who have demonstrated ability to assume assigned responsibility in working with children may apply for Teaching Fellowships, which are positions working in the Yards assisting the Head Teacher.

ALL APPLICANTS MUST SUBMIT THE FOLLOWING FORMS:

1. Pacific Oaks Application for Financial Aid
2. Financial Aid Form (FAF) of the College
Scholarship Service should be mailed to:
College Scholarship Service
Box 388
Berkeley, CA 94701
3. Income Tax Verification (1040 or 1040A forms)
4. Financial Aid Transcripts from each school attended.

In addition, students applying for a Teaching Fellowship must submit 2 recommendations. Independent

Students must submit the Independent Student Affidavit. All applicable forms must be submitted before a determination of financial aid awards may be made. Students should allow 6-8 weeks for processing of the Financial Aid Form (FAF) by the College Scholarship Service, and an additional 6 weeks before notification of award by Pacific Oaks.

Right to Appeal: Upon written request, an appeal may be made to the Financial Aid Office regarding the financial aid offer received if the lack of an offer. Students who do not gain satisfactory results from this process may ask to have the Financial Aid Committee meet to review the case. This committee consists of the Financial Aid Officer, 2 student representatives, a Faculty representative and a representative from the Children's School. The decision of the Financial Aid Committee will be final.

Applications for Financial Aid and Admission may be obtained from the respective offices at:

Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

THE ANDREW NORMAN LIBRARY has a highly selective college collection in early childhood, psychology, education, day care and family studies. The collection is growing in the areas of ethnic and women's studies, adolescence and aging, special education and counseling. There is also a children's collection.

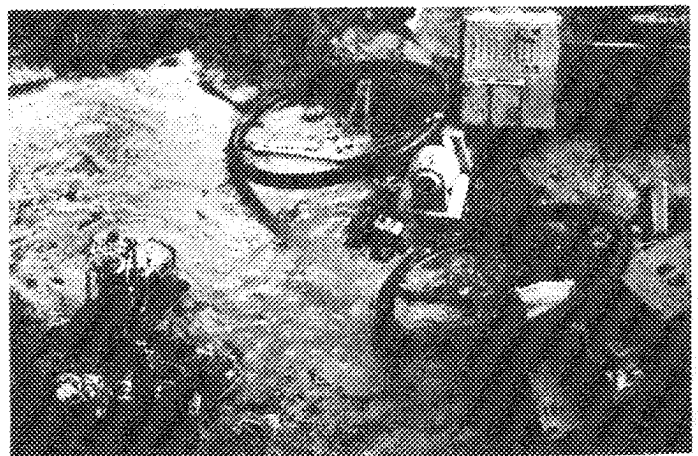
THE BOOKSTORE: The College operates a bookstore which is located on the Westmoreland campus. It offers a fine selection of books on human development, early childhood and elementary education and some children's books.

PACIFIC OAKS PUBLICATIONS, available through the bookstore, include titles in teaching-learning environments, naturalistic observation of behavior, day care, open-classroom teaching and human development. A publications list is available on request.

THE STUDENT UNION is the student organization at Pacific Oaks. All enrolled students pay a \$10 membership upon registration and are entitled to the services provided through the offices of the Student Coordinators. Services include housing and child care information, counseling, outside agency referrals, student newspaper, bulletin boards and social activities. Student Coordinators must be in touch with the needs of the students they serve and represent these needs to the institution, through the Advisory Council, Student Affairs, Faculty and Board committees.

The Student Union accepts the responsibility to weigh and consider overall community concerns as they relate to specific student body needs and interests. In turn, Pacific Oaks views each student's participation in its decision making process as integral to the health and strength of the community. Thus, it assists where possible in making available personnel and monetary resources.

PACIFIC OAKS DOES NOT DISCRIMINATE ON THE BASIS OF HANDICAP IN ADMISSION OR ACCESS TO ITS PROGRAMS. WE ASK THAT YOU DO NOT REFER DIRECTLY OR INDIRECTLY TO AN APPLICANT'S HANDICAP.



CALENDAR SUMMER 1979

Sunday, June 3	-Graduation
Tuesday, June 12	-REGISTRATION 8:30 a.m. to 1:00 p.m.
Wednesday, June 13	-REGISTRATION 1:00 p.m. to 5:30 p.m.
Thursday, June 14	-REGISTRATION 8:30 a.m. to 1:00 p.m.
	-Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m.
Friday, June 15	-Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m.
Monday, June 18	-Summer Session begins
	-Children's School Summer Session begins
	-Late Registration 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:15 p.m. for exceptions, see Registrar
Wednesday, July 4	-Lagat Holiday OFFICES AND SCHOOL CLOSED
Friday, July 27	-Summer Session ends
	-Children's School Summer Session ends
	-Student Evaluations due
	-LAST DAY TO PREREGISTER FOR FALL 1979

* PRACTICUM STUDENTS MUST REGISTER ON JUNE 12 OR JUNE 13

** DATES OF DIRECTED TEACHING IN THE PUBLIC SCHOOLS WILL BE ANNOUNCED

*** THE LAST DAY TO REGISTER FOR INDEPENDENT STUDIES AND MASTER'S PROJECTS IS JULY 13

REGISTRATION, ETC.

Program planning is possible for Summer Session starting May 14. Program planning allows you to meet with your advisor and decide what classes you need to take for Summer Session. Program Planning is mandatory for B.A. and Credential students, as these students must obtain the signature of an advisor before registering. Program planning is not the same as preregistration. During registration for Summer Session, classes will be handled on a first-come-first-served basis.

T.B. Test Requirement for Registration: Results of a T.B. test taken since July, 1978 must be on file in the College Records Department in order to register. Please have the test results mailed to that office before registration or bring them with you when you come to register. The nearest T.B. testing facility in Pasadena is the Pasadena T.B. Association, 111 North Hudson (corner of Hudson and Union). Their phone number is 793-4148. Donation \$4.00.

Advising: Advisors are available by appointment and during their individual office hours. Academic advisors for Summer Session are:

Bunny Rabinoff	B.A. and M.A. programs and unadmitted B.A. students
Judy Meyer	M.A. program and unadmitted M.A. students
Milo Polifroni	ECSIC and Basic Credential programs and unadmitted Credential students
Judith Sachse	Special Education Credential program and unadmitted Special Education students

Dates and Hours of Registration: Registration takes place in the College Records Department on,

Tuesday, June 12	8:30 a.m. to 1:00 p.m.
Wednesday, June 13	1:00 p.m. to 5:30 p.m.
Thursday, June 14	8:30 a.m. to 1:00 p.m.

Late Registration: Late registration is possible with the written consent of the instructor and the student's program advisor, starting Monday, June 18, THE FIRST DAY OF CLASSES. The fee for late registration is \$10.

Program Changes: Classes may be added until Friday, June 22, with the consent of the instructor. Classes may be dropped at any time throughout the session. Please refer to the tuition refund

schedule.

Before classes begin and during the first week of classes, there will be no change of program fee for adding and dropping classes. After Friday of the first week of classes, June 22, there will be a \$3.00 fee for each course added or dropped.

Tuition and Fees:

Prospective Students Transcript Evaluation for B.A., any Credential program, and M.A. ABLE (becomes a part of application fee) \$10

Application fee
For each program \$25
Readmission Fee if not registered for at least 2 units or on Leave of Absence \$25

Practicum/Student Teaching Application Fee for Special Students only \$25

Tuition
Per Unit \$105 for Summer
\$110 for Fall and Spring
Special Rate \$ 55 for Fall and Spring
(see Fall and Spring registration information)

Special Offerings
Non-Credit \$ 25 1 unit
\$ 35 2 units
\$ 45 3 units
Non-PO Credit \$ 55 per unit
Pacific Oaks Credit \$105

Registration
Late Registration \$ 10
Change of Program \$ 3 per change
Student Activity \$ 5 for Summer
\$ 10 for Fall and Spring
Workshop Fee \$ 25-50
Continuous Registration Fee if not registered for at least 2 units in the semester prior to graduation \$100

Graduation Fees
B.A. \$ 10
M.A. \$ 50
Multiple Subject Credential \$ 10
5th Year Program \$ 10
ECSIC \$ 10
Special Education \$ 10
Personal copy of Thesis \$ 10 (optional)

Transcript Fees
P.O. Transcript \$ 2
Other Schools- for credential students only, when sent by Pacific Oaks for Teacher Preparation and Licensing purposes \$ 1 for each transcript

Credential Fees
Fisher Renewal \$ 10
Fisher Renewal if application received less than 1 month prior to due date
N.T.E. appeal for Ryan Multiple Subject Credential \$ 25
Specialist Credential Competency Fee \$ 35 for each competency

Business Office Fees
Charge for returned checks \$ 10

Finance Charges \$ 1 1/2% per month on unpaid balance

FEES SUBJECT TO CHANGE WITHOUT NOTICE

All tuition and fees related to registration are payable at the time of registration. With completion of an "Arrangement for Payment of Tuition" contract, it is possible to pay a *minimum* of one half of the tuition at the time of registration, and the remaining one half on or before Monday, July 9. This contract does not apply to any fees which are payable in full at the time of registration. There is a finance charge of 1 1/2% per month, starting from the day of registration, on the unpaid balance.

It is possible to pay for tuition and fees with Visa or Master Charge.

Summer Tuition Refund Schedule:

First Week of Classes (6-18 to 6-22)	100%
Second Week of Classes (6-25 to 6-29)	50%
After the Second Week of Classes	none

FEES ARE NOT REFUNDABLE

Evaluations: Pacific Oaks no longer issues grades as a means of evaluation. Summer Session evaluations will be by written statement.

Transcript Fee: \$2.00 per transcript. All requests must be in writing. Allow 5 days for processing.

Student Directory: Student Directory Information is compiled by the College Records Department and is released only to students, staff and faculty at Pacific Oaks. There is no Student Directory for Summer Session.

Returned Check Policy: There will be a \$10 charge for each check returned to Pacific Oaks. (Example: insufficient funds)

Financial Aid Checks and Refunds will be available 3 to 4 weeks after registration.



I. WORKING WITH CHILDREN

Pacific Oaks Practica

HD 102 Practicum/Seminar: Day Care

Candice Miller and Shunji Ozaki 6 units

The complexities of a day care program are addressed by the staff of Burgess House by means of practicum which provides practical day care experience with children ages 2 to 5 and/or extended day children ages 5 to 9. This experience not only covers the daily program for the children but also allows the student to participate in the administration aspects of running a day care center. Developmental theories will be discussed in relation to individual children and group dynamics as well as the importance of environment, parental input, community resources and teaching styles in meeting the overall goals of the day care center and the individual needs of each child.

CONSENT OF THE INSTRUCTOR NECESSARY FOR REGISTRATION.

Hours by arrangement
Staff Meeting 1:00 to 2:00 p.m. W
(Also see Fall and Spring)

HD 107/207 Practicum/Seminar: Open Classroom

Staff 6 units

Through intense experience with a wide age range of children (3 to 9 years), the student is exposed to several developmental levels. Activities and action on materials are analyzed. Individual differences are discussed as affective and cognitive growth are interwoven. Team teaching, parent education, environments, group dynamics and record keeping are additional aspects of the program. Incorporating cultural differences, life style variations and learning style differences into programs is constantly being explored. A daily review of the practicum experience including finding out about one's self in the open classroom takes place in a seminar with the head teachers and students during which practical application of theoretical positions is emphasized.

Prerequisite: Previous work with children in a school setting or by arrangement.

Enrollment Limit 25

Summer Orientation: June 14 and 15
9:00 a.m. to 3:00 p.m.

Practicum: 8:30 to 12:30 daily
Staff Seminar: 12:30 to 2:30 daily

HD 182/282 Practicum/Seminar: Program and Environments for Infants and Toddlers

Molly Noxon 4-5 units

An inquiry into the needs and characteristics of very young children and their families. The practicum provides opportunities to work directly with infant-toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interest in terms of early child development and analysis, program administration, research or projects of individual interest. The seminar provides a medium through which people focusing on this stage of development may discuss and exchange ideas and form a mutual support system.

Prerequisite: Previous practicum experience

Summer Orientation: June 14 and 15
9:00 a.m. to 3:00 p.m.

Practicum: 9:00 a.m. to 12:30 p.m. Monday through Thursday

Staff Seminar: 1:30 to 4:30 p.m. W
(Also see Fall and Spring)

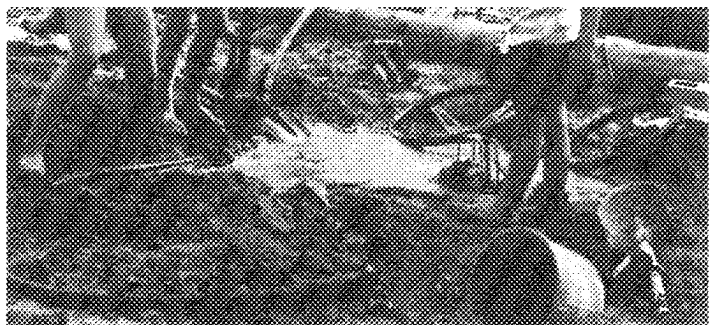
HD 209 Graduate Specialized Practicum

Staff 3-6 units

A teacher may serve as facilitator to an M.A. student who has specialized interest in children. For instance if an M.A. student is especially interested in working with parents she may negotiate with a teacher to focus on that area via developing parent programs for a yard, etc. Similarly, contracts to emphasize administration, curriculum, research, etc., may be developed.

Units and time assigned to yard to be determined by those involved.

NOTE: On-campus practicum placements will be handled by the Children's Program office on a first-come-first-served basis. Public school student teaching placements have been made by Mio Polifroni. Special students wishing to register for a practicum at Pacific Oaks will need to complete a special application process which includes a \$25 fee. Any student taking a practicum must have an application, fee and reference on file with the Admissions Office. For further information please contact the College Records Department.



Public Schools: Multiple Subject Credential Program

The Multiple Subjects Credential Program prepares students to teach in grades preschool through sixth. It is open to both undergraduate and graduate students.

Through a combination of academic/methods courses and actual teaching experiences, students gain an understanding of how children learn and skills in providing educational environments and experiences that meet their individual and group needs. The program stresses the importance of enhancing a child's self-concept by valuing his cultural heritage and providing him/her with appropriate opportunities to successfully explore his environment, become a self-motivated learner and a responsible group member. Through placements in diverse socio-economic and ethnic communities, students grow in appreciation for multi-cultural education and develop understanding of and ability to work with children and families of diverse backgrounds.

The following courses constitute part of the Multiple Subject Credential Program requirements. To enroll in them, students must either be admitted to the program or receive the approval of the Coordinator of the program.

Ed 143-1 Seminar in Elementary Curriculum: Reading Including Phonics, Social Studies/ Multi-Culture

Nancy Place 3 units

Curriculum development is analyzed as a multi-faceted process, including implications of developmental theory, learning styles, research, socio-cultural and family influences and expectations. Emphasis will be on "tailoring curriculum to" rather than "imposing it on" children. Curriculum areas of reading and social studies within a multi-cultural and non-sexist perspective will be focused on.

Summer 5:30 p.m. to 10:00 p.m. Th

Ed 152P,U Practicum/Seminar: Directed Teaching in Public Elementary School

Mio Polifroni and Polly McVicker 4 units

Supervised participation in a public elementary school by arrangement with Coordinator of the Basic Credential Program. Weekly school site seminar with supervisor by arrangement.

Prerequisites: Admission to a credential program, completion of Ed131 and previous or concurrent enrollment in Ed143-1 or Ed143-11

Student Teaching Fee: \$10 per unit in addition to tuition.

Practicum: 7:45 a.m. to 12:30 p.m. daily
Seminar: To be arranged with supervisors

Program L: Imagination in the Classroom

Polly McVicker 3-6 units

This study is designed to provide experience with open-ended "starting points" for developing an imaginative curriculum in the elementary classroom. Recognition of the innate creative drive at all ages, significance of encouraging imaginative exploration and discovery during the school program. Imaginative directions in all areas: art, poetry, language, books, music, rhythm, science. Acquaintance with the humanities through knowing the work of artists, writers, musicians as part of curriculum. Discussion of basic issues today: conformity, non-conformity, limits, values, importance of choices.

Course Equivalents: Ed253 Advanced Seminar/Workshop
In Environmental and
Curricular Development
Sci44 Science for Children
Hu142 Art for Children
Hu143 Music and Movement for
Children
La141 Language and Literature
for Children

\$50.00 workshop fee

Summer 9:00 a.m. to 5:00 p.m. Saturdays in Malibu

Children With Special Needs IN A CLINICAL SETTING

HD 180/280A Practicum/Seminar: Therapeutic Nursery School

Julia Ann Singer Preschool 1-2 units

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of a special application procedure (\$25), and consent of instructor. Concurrent enrollment in HD289 is required.

Practicum in therapeutic nursery school offering short term diagnostic placements, special education program development, parent counseling and follow-up with community nursery schools.

Location: Julia Ann Singer Preschool Psychiatric
Center
8750 Alden Drive, Los Angeles 90044

Practicum: AM Nursery School, Gin Maass, 8:30 a.m.
to 2:30 p.m. 3 days
P.M. Nursery School, JoAnn Scribner
12:45 to 4:30 p.m., 3 days

Staff Meeting: To be arranged

HD 289 Learning in the Young Child

Ann Milano and Sue Schuster 2 units

Develop ability to plan prescriptive teaching programs

for a specific child to be carried out in a classroom setting. One or two of the following areas of development will be discussed: motor, perceptual-motor, visual and auditory perception-cognition and language. Includes exposure to behavior modification techniques and sequential learning and teaching to strengths as well as remediation of weaknesses. Practicum experience available only to students in full-time program of Julia Ann Singer.

Location: Julia Ann Singer Preschool Psychiatric Center
8730 Alden Drive, Los Angeles 90049

Summer 11:15 a.m. to 12:15 p.m. 1 plus additional supervision hour

EARLY CHILDHOOD SPECIALIST CREDENTIAL PROGRAM

HD 205A Advanced Fieldwork/Seminar: Administration

HD 205C Advanced Fieldwork/Seminar: Development of Further Classroom Skills for ECSIC

Carroll Borland-Parfau 6 units

Students in either advanced classroom or administration fieldwork are expected to meet regularly with the coordinator and peers. This is a resource group and is of value to those whose experience is taking place off campus. There will be guest speakers, both administrators and teachers, professionals from related fields and constituency representatives. This seminar is the cohesive factor of the field placement. Only those students who are doing practice on campus and are attending staff seminars of those practices are excused, but it is strongly recommended that they attend if possible.

Prerequisite: Admission to the ECSIC Program

Classroom: Fieldwork by arrangement. Designed to hone teaching skills in applying the student's expertise in various fields. May be at elementary, preschool or adult education level.

Administration: Fieldwork by arrangement, in which the student will assist an administrator in an appropriate setting.

Summer Seminar for both field placements
5:30 to 10:00 Th

SPECIAL EDUCATION CREDENTIAL PROGRAM

- A) Learning Handicapped Specialization and/or
- B) Severely Handicapped Specialization.

Available are thirty-four units of course work for each credential. Some of the courses are designed to meet competency requirements in both the Learning and Severely Handicapped authorizations. Courses include prerequisite, generic and specialization work. The Special Education Credential requires two direct teaching practicums in both public and private school placements, a total of 500 supervised hours. Consideration and credit for prior work in

the field with documentation will be evaluated prior to admission to the program.

A basic teaching credential, which is required, may be earned concurrently.

These courses are designed to meet the requirements for the Ryan Special Education Credentials for the Learning and Severely Handicapped.

Sp Ed 243-1 Teaching The Learning Handicapped: Cognitive Realm

Sp Ed 244-1 Teaching The Severely Handicapped: Cognitive Realm

Ann Milano 2 units each

Utilization of current research in program implementation. Knowledge of developmental skills prerequisite to successful teaching. Identification of potential/actual learning disabilities. Setting of individualized behavioral and instructional objectives. Curriculum development and implementation in teaching academic skills. Use of appropriate techniques, media and materials. Ability to use evaluation measures to report teacher learning outcomes.

Enrollment limit 25

Summer Time To Be Announced

Sp Ed 257 Directed Teaching The Learning Handicapped

Sp Ed 258 Directed Teaching The Severely Handicapped

Judith Sachse 4 units each

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

Prerequisite: Admission to Special Education Credential Program. Concurrent enrollment or previous completion of SpEd243-I, SpEd243-II, SpEd244-I or SpEd244-II. Previous teaching experience with normal children.

Summer six weeks 5 days full time plus preparation and conference time and attendance at appropriate school functions, conferences or home visits.

Sp Ed 260 Introduction to the Exceptional Child

Mary Ann Read 3 units

This course will cover the analysis of theories and research. Knowledge of the causes of learning handicaps of the communication, physically, learning and

severely handicapped. Recognition of behavioral commonalities among exceptional children including the gifted. Overall knowledge of various learning theories and their application to special education. Ability to identify different disability groups by appropriate assessment measures.

Enrollment limit 25

Summer 9:30 to 10:00 p.m. W

Sp Ed 292 Independent Study

Staff 3-6 units

Available to graduate students who have fulfilled program requirements and need a course for certification completion. Approval of advisor needed before registration.

II. HUMAN DEVELOPMENT THEORY

The Early Years

HD 147 The Earliest Years

Molly Noxon 3 units

Conception, pregnancy, birth through three years of age. An interdisciplinary examination of the critical first months and years of life.

Summer 1:00 to 5:30 p.m. T

The Later Years

HD 211 Aspects of Aging

Carroll Borland-Parten 3 units

This course examines aging from the disciplines of biology, sociology and the social sciences. The aim is to acquire a broader view of the problems of the aged, to examine current theories and definitions, to experience the social and behavioral problems of the aged through field experience and research. We will discuss the theory of the life cycle, cognition and memory, mental health, psychopathology of the aged, counseling and economics. There will be extensive reading and a report to the class.

Summer 12:30-5:00 p.m. M

Program C: Teaching, Learning and Growth in Adulthood

Joy Redfield and Judy Meyer 3 units

Intensive open classroom experience for adults. Analysis of various educational environments including the seminar itself as a laboratory in teaching, learning and group-process. Reading and discussion of concepts and issues in the interdisciplinary field of human development, considering the human life cycle from adolescence to old age.

Experiences in arts and leadership and their implications for appropriate humanistic social change.

Course Equivalents: HD201 Human Development: The Later Years
HD251 Teaching/Learning Process
HD206 Group Processes

Enrollment limit 25

Summer 10:00 a.m. to 3:00 p.m. Th

III. SOCIO-CULTURAL ASPECTS OF HUMAN DEVELOPMENT

HD 112/212 Children Under Stress

Bunny Rabirowff 3 units

Robert Coles recently completed his final volume of *Children of Crisis*. His dedication reads: "To America's children, rich and well-off as well as poor, in the hope that some day, one day soon, all boys and girls everywhere in the world will have a decent chance to survive, grow and affirm themselves as human beings." We share his aspirations for children. This course will involve students in some of the major issues that stand in the way of children experiencing life fully. Poverty, illness, the effects of a world often in turmoil all have bearing on a child's experience of life. We will also explore the ways in which children and their families cope and adjust with weakness and with strength. There will be considerable reading required and opportunities for fieldwork.

Summer 9:30 to 10:00 p.m. Th

HD 123/223 Teaching for Peace

Bunny Rabirowff 3 units

"To be born to create, to love to win at games is to be born to live at a time of peace. But war teaches us to lose everything and become what we are not." Exploration of the philosophical issues and implications of peace education in early childhood education. Teaching strategies for handling of aggression and the guidance of children in ways that develop self-esteem, humanness and cooperative relationships. Building a curriculum that promotes understanding of diversity and helping children learn to cope with a rapidly changing world.

Enrollment limit 25

Summer 9:30 to 10:00 p.m. W

HD 271 Culture and Cognition

Carol Phillips 3 units

What is the influence of culture on cognition? The course will make a survey of the schools of thought regarding the various ways in which thinking and learning differ due to the influence of culture. Focus will be on a clarification of the issues, an

examination of the traditional research methods used to gain insight into the issues, and a critical look at research done cross-culturally as well as among various ethnic groups within the U.S.

Enrollment limit 25

Summer 2:30 to 5:00 p.m. T and Th

Program W: Women's Studies

Karen Fife and Molly Noxon 2-3 units

This integrated study is designed to function as both a mutual support group for the participants and as a content and research oriented exploration of women's issues. It is not designed as primarily a consciousness raising or therapeutic experience. All participants will be expected to develop an individual program of reading, research and writing and to share individual learning with the group. While the final curriculum will be determined by the participants, areas of exploration and discussion will include some of the following: modes of affiliation, choice making in relationships, power and powerlessness, female sexuality, mother-daughter relationships, political and psychological effects of the women's movement, radical feminism, patriarchal capitalism and women, developing authenticity and creativity in relationships and alone.

Course Equivalents: HD101/201 Human Development: The Later Years
 HD101L Study of Individual In Social Setting
 HD143 Growing up Female
 HD144 Choices of Life-Styles

Summer 9:30 a.m. to 1:30 p.m. F

IV. WORKING WITH ADULTS
Communication

Program C: Teaching, Learning and Growth in Adulthood

Joy Redfield and Judy Meyer 3 units

10:30 a.m. to 3:00 p.m. Th

See previous listing, page 12

Marriage, Family and Child Counseling Program

We do not give a degree in Marriage, Family and Child Counseling. We do offer courses that satisfy an equivalency degree program with our Master's in Human Development, with competency and courses completed in the following required subjects as set forth in the amended Section 1830, Education, of the Business and Professions Code:

- Human biological, psychological and social development
- Human sexuality
- Psychopathology
- Cross cultural mores and values

Theories of marriage, family and child counselling

Professional ethics and law

Human communication

Applied psychotherapeutic techniques of marriage family and child counselling

Survey of psychological testing

Research methodology

Students are required to arrange for their own supervised hours of experience as required in amended Section 1833 of the California Education Code. For specific details, see California Education Codes sections 1805-1846

HD 137/237 Human Sexuality

Bath Paulin 3 units

Using films, "raps", lectures and seminars the class will obtain factual knowledge about human sexuality both normal and variant, explore sexual myths, sexual mores, alternative life styles, current sex research and therapy. Attendance required.

Enrollment limit 25

Summer 5:30 to 10:00 p.m. Th

HD 268 Counseling Techniques with Children

Ian Russ 3 units

This course will focus on techniques for dealing with children who are experiencing emotional distress. Included in the topics are: intervention in mother-infant disorders, individual play therapy, art therapy and group therapy. The ages considered range from birth through adolescence. Discussion will focus on case material

Prerequisites: HD100/200

Summer 9:00 a.m. to 1:30 p.m. M

Parent/Community Work

The Parent/Community work Program is designed to prepare students to offer parent education programs and to facilitate parent involvement in schools and child care settings, in each case with the emphasis on the parents' needs, values and expectations. Major questions which are addressed during the program include: What are effective models and structures that allow parents and professionals to share power? Can support systems be developed to help parents nurture themselves, so they can better nurture their children? What are the socio-political forces that have impact on families and parenting and what can be done about them? What is the role of the "new professional" if not to be an "expert?" How can the professional support a parent when the two have a conflict in values? How can parent education and support be offered that respect the family's culture, lifestyle and/or class?

Lilly Endowment, Inc. of Indianapolis, Indiana funded the development of the Parent/Community Work Program which now begins its fourth year of implementation. The uniqueness of the program was affirmed at an Office of Education Seminar on Parenthood Education in Washington, D.C. in March 1978. Although other colleges offer courses and/or services to parents, Pacific Oaks was the only one represented that had developed an overall framework detailing "what one needs to know to work with parents in a variety of settings and situations." Most students do half of their course work focused on parents either in the field or in classes. The other classes are chosen from the general human development offerings. Completion of the program leads to a Masters in Human Development with a specialization in Parent/Community Work. For further information, contact Judy Meyer, Advisor.

HD 257 Seminar in Parent/Community Work

Judy Meyer 3 units

The competences necessary for working with parents in school, community and child care settings will be explored. Ways of acquiring these competences will be examined and evaluated. The position that parents and schools can and must work together in a "partnership" relationship to provide good schools for children will be analyzed in perspective of social realities and goals. Issues that arise in providing parent education and initiating parent involvement programs will be a focus. Participant observations may be arranged.

Enrollment limit 25

Summer 4:30 to 9:00 p.m. M

Leadership in Education

Leadership in education is exercised through administration, supervision, consulting and teaching prospective and practicing teachers. Fieldwork opportunities are available in a wide variety of settings; seminars provide an opportunity for sharing experiences, examining issues and developing theoretical understanding.

HD 259 ADMINIS Seminar

Joy Redfield 3 units

This seminar is designed to develop competences necessary in administration of early childhood, child development, day care and human development programs. Study of administration theories, philosophies of administration, psychology of administration, psychology of shaping environments, models of administration and communication in administration; a point of view about the role of authority in thought and creativity; nuts and bolts of administration, e.g., budget, grants, fieldwork, shadow studies, interview tools and observation tools.

Prerequisites: Graduate standing, undergraduate

study in child development, some teaching experience with young children.

Enrollment limit 25

Summer 5:30 to 10:00 p.m. M

Ed 259 Seminar in College Teaching

Betty Jones 3 units

Identification of competences important in teaching at the college level and ways of achieving them. Exploration of content in human development and early childhood education, the teaching-learning process and the college as a socio-cultural system.

Prerequisite: Graduate standing

Enrollment limit 25

Summer 12:30 to 5:00 p.m. M

V. LANGUAGE, ARTS AND SCIENCE

Sc 103 The Living World

Gilbert and Betty Jones 2 units

Basic biology: the interrelationship of living things, the web of life, ecology, field biology, plant and animal identification. Environmental education and camping. Science and nature experiences for children; resources for teachers. Course equivalents: general biology, science for children and advanced seminar/workshop in science.

Section B: Mountains

Orientation Wednesday, May 30 7:00 to 10:00 p.m.
Field trip Monday, June 4 through Friday, June 8

Program L: Imagination in the Classroom

Polly McVicker 3-6 units

9:00 a.m. to 5:00 p.m. S

See previous listing, page 10

VI. INDEPENDENT WORK

HD 198 Assessment of Experience

Cindy Lava and Beverly Noble 3 units

This program is designed for mature students with professional experience in a human development related field who are applying for special admission to the Pacific Oaks M.A. program. The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: Consent of instructors

Summer 7:00 to 10:00 M and W

HD 251 Shadow Studies

Joy Redfield 2-6 units

For any student interested in a field experience with a person or group and in learning beginning application of participant-observer research tools to record such an experience. For students interested in administration and supervision, community organization, self-work resources, group or school setting as a culture and redefining thought, play, motion and dance in human development.

Summer orientation meeting 11:00 a.m. T. Other times by arrangement with instructor.

HD 292 Independent Study

2-6 units

Independent study requires that a student design a project and find a faculty advisor. Registration may take place until one week before the end of the Summer Session, see calendar for exact date. An independent study contract must be presented at the time of registration. The contract may be from 1 to 6 months.

HD 299 Master's Project

3-6 units

The Master's Project requires that a student design a project and organize a faculty advisory committee. Registration may take place until one week before the end of Summer Session, see calendar for exact date. An approved advancement to candidacy form must be presented at the time of registration.

VII. SPECIAL OFFERINGS

Ed-X636 Implementing a Multi-Cultural Perspective in the Classroom

Bill Sparks 3 units

Curriculum materials will be made, discussed and shared. The use of holidays and special events will be discussed. Multi-cultural projects and themes will be explored. Enriching language arts, reading and math will be shared. Support networks for multi-cultural teachers, working with parents and developing community resources will be presented along with a framework for identifying problems.

Summer 5:30 to 10:00 p.m. M

Ed-X637 Education and Social Intervention: An Ecological Approach

Barbara Richardson 3 units

This course is designed to explore and identify the

effects of "handicapping environments" on "inner-city" poor and/or culturally different communities; to identify and assist in the development of competencies and skills necessary in educational, social and medical intervention programs; and to analyze the philosophical, political, socio-cultural and practical implications of "intervention" - its methods and techniques. Issues of cultural integrity and the examination of the question "intervention, for what?" will be discussed.

Summer 5:30 to 10:00 p.m. M

HD-X683 Integrating Mind and Body: An Holistic Approach to Human Development

Judy Meyer and Pam Gruber 3 units

This class has emerged from our interest in recent research on the expansion of the human potential and our own new learning in the areas of holistic health, altered states of consciousness and mind-body-feeling relationships. We believe that personal growth must start with self and we want to share what we are learning about meditation, nutrition, self-healing, body awareness, expression of feelings, health, communication, balance and how these inter-face and inter-relate. Our goals are to achieve more high level functioning for ourselves, more active participation in the shaping of our futures and more conscious conceptualization of our social institutions. We wish to bring care/fulness to mind and body and mind/fulness to living.

This class can meet the credential requirement for health and can be counted as science units.

Summer 10:30 a.m. to 3:00 p.m. T

HD-X686 Psychodrama and Its Application to Counseling

Sandra Carfield 2 unit

The focus of this course will be upon the psychodramatic method and its application to therapy and counseling. Study will include the method's fundamental concepts and techniques such as the warming up process, role reversal and the roles of the protagonist, double, auxiliary ego and director. Experiential learning will be emphasized and each action session will be processed, i.e., a retrospective view of the use of the method, the group's dynamics and relevant theoretical issues. The versatility of the method will be illustrated via case presentations of clinical work with groups, individuals, couples, families and children.

Summer 9:30 a.m. to 6:00 p.m. S, June 23 and 30

HD-X687 Robert Coles and the Social Psychology of Childhood

Stan Smith 3 units

Robert Coles has undertaken, through the psychoanalytic approach, and with the eyes of a child psychiatrist, a truly comprehensive social psychology of

childhood that has spanned both decades and volumes. Through his actual "living with families" Coles has drawn on the strengths of his profession in such a way as to broaden its scope, shatter its illusions and draw it back to its true goals: concerns with living, struggling families. His impact on policy making in regard to children has been great, but his impact upon the day to day practice of child and family counseling in psychiatry minimal. This course initiates an exhaustive and systematic study of Coles' social psychology, his influences and critics, his impact and the social psychology he has thoroughly attempted, and explores the parameters of Coles' thought as a model for the practice of family therapy as well as the reason for his minimal impact in the field. A paper is required.

Summer 2:00 to 5:30 p.m. F

HD-X688 Authentic Infant - Competent Care

Magda Gerber 2 units

This course is designed for:

- Individuals who are or want to become professionals in infant care education
- parents or future parents who want to facilitate the mutual adaptation of their own infants and themselves
- Individuals who work or want to work with older children (nursery school, grade school) and who want to understand the origins of behavior and learning.

Course content will consist of analyses of diverse approaches to infant rearing with special emphasis on the Pikler method. Topics will include: sensory-motor development, manipulation, human relationships, and problem solving; infants', parents' and carers' needs; what is an educator; 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; discussions and evaluations will follow. Films (including the unique Lucy movies) and other audio-visual materials which are available only through Mrs. Gerber will be shown.

This course is comprised of 3 Tuesday evenings, July 17, 24 and 31 8:30 to 9:20 p.m. and 1 Saturday, July 26 9:30 a.m. to 5:00 p.m.

HD-X689 Grantsmanship

Peggy Spear 1 unit

Proposal writing workshop: an introduction to grantsmanship. An all day workshop on the fundamentals of proposal writing with an overview of finding sources, private and public, and a review of reference materials. We will learn by doing so bring your ideas, proposals in progress and written materials describing your organization.

Summer Saturday June 30, 9:00 a.m. to 5:00 p.m.

HD-X690 History of Childhood

Kenneth Counselman, sponsored by Betty Jones 3 units

Analysis of the experience of childhood in past times and inquiry into the usefulness of historical methods and resources to the study of children today. Reconstruction of personal histories and examination of issues which are of historical importance to members of the class.

Summer 5:30 to 10:00 p.m. Th

HD-X691 Growing Up Female

Jane Murphy and Mary Dreyer 3 units

Women in relation to their bodies: female sexuality, our bodies, ourselves. Women in relation to their psyches; the yin and the yang; opening doors to our creativity, taking steps in our own behalf. The now and future of women; learning to be me. A centered woman. A whole person. Seminar, films and raps.

Summer 5:30 to 10:00 p.m. Th

HD-X692 Parent Class

Ruth Beagiehole 3 units

We will examine the partnership relationship between teachers and parents. What are our goals for parent work and what are the parents' needs. We will discuss attitudes and techniques of parent conferencing, parent meetings, other forms of parent work and the differences between parent work in a half day program and parent work in a full day care program.

Summer 5:30 to 10:00 p.m. T

HD-X693 Organizational Behavior

Richard Kenyon 3 units

The sociological and psychological aspects of organization and management. A study of bureaucratic leadership, interaction of individual and organization and dynamics of the small group. Teaching methods will be lecture, case and seminar. The course is relevant study for those interested in educational administration, human relations and management.

Summer 5:30 to 10:00 p.m. T

HD-X694 Creative Drama and Yoga Animals for Children

Doris Martin 2 units

Body movement and drama in a special combination: flexibility and body tone through creative drama. Improvisational playing of stories creates "plays." Spontaneous theatre for children.

Classical Yoga postures were developed by observing animals. Presenting animals in the context of

poetry and stories provides a focus for body movement. Simple animals for young children, wide range of choices for elementary age children.

Storyplaying brings knowledge of theatrical values, i.e., choosing stories and poems according to basic elements of Aristotelian drama (Action/Plot, Theme, Music (including silence), Rhythm, Characterization.

We will learn basic Yoga for flexibility and relaxation, emphasizing animal poses of interest to the child, then incorporate with storyplaying.

Summer 12:30 to 5:00 Th

La-X615 Contemporary Rap: How to Clarify Your Mouth

Bayla Winters

3 units

Do you talk to someone or *at* someone? Would you know the difference between an opinion and a point of view? This innovative class in viable communication is designed for teachers (potential and otherwise) and group leaders who need to practice their verbal skills in conjunction with the demands of their professional career. Provocative themes will be assigned stressing development and projection. Dialogues will be recorded for playback and critique. Students may expect to assume the role of devil's advocate at the drop of a lower lip.

Summer 5:30 to 10:00 W

Special offerings supplement our regular courses. Many of them meet program requirements. These courses may be taken at one of three rates (unless stated otherwise):

Non-credit participation:

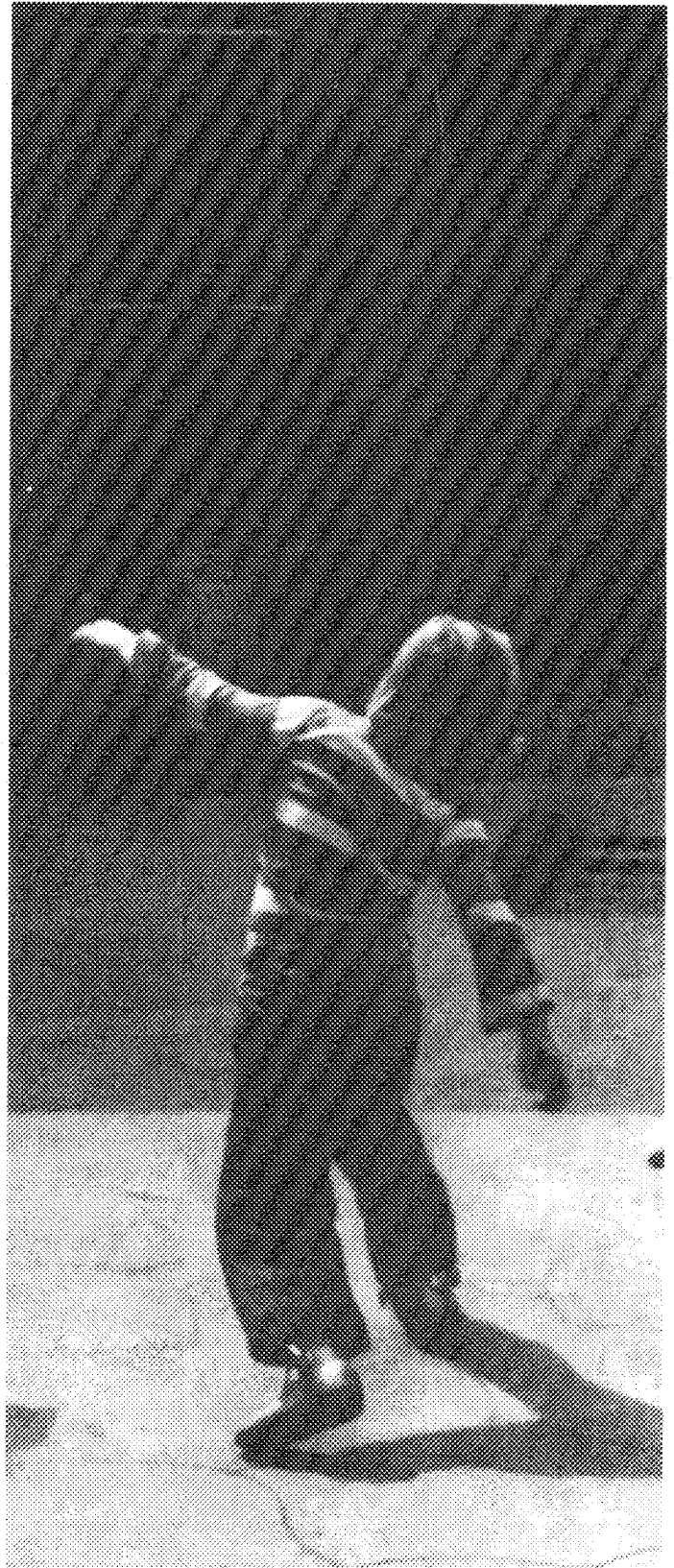
1 unit	\$55
3 units	\$55
2 units	\$45

\$65 per unit for unit credit not being applied by registrant to a Pacific Oaks program AND/OR 5th year post baccalaureate credential students

\$105 per unit for unit credit being applied to a Pacific Oaks degree

Registration may take place until one week prior to the first class meeting. Full refunds will be made in the event of class cancellation OR if the course is dropped by the student PRIOR to the first meeting; NO REFUND THEREAFTER.

For further information, contact the Dean of the College's office.



CALENDAR

FALL 1979 AND SPRING 1980

Monday, September 3	-LABOR DAY SCHOOL AND OFFICES CLOSED
Friday, September 7	-Full Faculty Retreat 9:30 a.m. to 4:00 p.m.
Monday, September 10	-Directed teaching begins
Tuesday, September 11	-REGISTRATION 1:00 to 5:30 p.m.
	-New Student Orientation 11:00 a.m.
Wednesday, September 12	-REGISTRATION 8:30 a.m. to 1:00 p.m.
Thursday, September 13	-REGISTRATION 1:00 to 5:30 p.m.
	-Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m.
Friday, September 14	-REGISTRATION 8:30 a.m. to 1:00 p.m.
	-Children's School and Infant-Toddler Orientation 9:00 a.m. to 3:00 p.m.
Monday, September 17	-College classes and Children's School begin
	-Late Registration begins
	-Special rate registration 8:30 a.m. to 4:00 p.m.
	-Special rate registration 8:30 a.m. to 4:00 p.m.
Tuesday, September 18	-BOOKFAIR
NOVEMBER	
Monday, November 12	-VETERAN'S DAY SCHOOL AND OFFICES CLOSED
Thursday, November 15	-Financial Aid Application deadline for Spring 1980
Thursday, November 22 and Friday, November 23	-THANKSGIVING HOLIDAY SCHOOL AND OFFICES CLOSED
Monday, December 3 through Friday, January 11	-Spring Preregistration
Friday, December 21	-Last day to register for Fall Independent Studies and Master's Projects
Monday, December 24 through Friday, January 4	-WINTER BREAK no classes
	-Offices closed December 24, 25 and 31 and January 1
Monday, January 7	-Classes and Children's School resume
Friday, January 11	-Last day to preregister for Spring
Friday, January 18	-Classes end
	-Directed Teaching ends
Friday, January 25	-Student Evaluations due
Sunday, January 27	-GRADUATION
Monday, January 28 through Friday, February 1	-SEMESTER BREAK
Monday, February 4 through Tuesday, February 12	-Children's School Semester Break
Monday, February 4	-Directed Teaching begins
Tuesday, February 5	-REGISTRATION 1:00 to 5:30 p.m.
	-New Student Orientation 11:00 a.m.
Wednesday, February 6	-REGISTRATION 8:30 a.m. to 1:00 p.m.
Thursday, February 7	-REGISTRATION 1:00 to 5:30 p.m.
	-Children's School Orientation 9:00 a.m. to 3:00 p.m.

Friday, February 8
 Monday, February 11
 Tuesday, February 12
 Wednesday, February 13

Tuesday, February 18
 Friday, March 14

APRIL

Friday, April 4
 Monday, April 7 through
 Friday, April 11
 Friday, May 16
 Monday, May 26
 Friday, May 30
 Friday, June 6
 Sunday, June 8

-REGISTRATION 8:30 a.m. to 1:00 p.m.
 -Children's School Orientation 9:00 a.m. to 3:00 p.m.
 -Special Rate Registration 8:30 a.m. to 12:00 p.m.
 1:00 to 4:15 p.m.
 -LINCOLN'S BIRTHDAY SCHOOL AND OFFICES CLOSED
 -Special Rate Registration 8:30 a.m. to 12:00 p.m.
 1:00 to 4:15 p.m.
 -College classes and Children's School begin
 -Late Registration begins
 -WASHINGTON'S BIRTHDAY SCHOOL AND OFFICES CLOSED
 -Financial Aid Application deadline for Summer and
 Fall 1980
 -BURGESS LECTURE
 -GOOD FRIDAY SCHOOL AND OFFICES CLOSED
 -SPRING BREAK College and Children's School
 -Last day to register for Spring Independent Studies
 and Master's Projects
 -MEMORIAL DAY SCHOOL AND OFFICES CLOSED
 -Directed Teaching ends
 -College and Children's School classes end
 -Student Evaluations due
 -GRADUATION

* PRACTICUM STUDENTS MUST REGISTER ON SEPTEMBER 12 OR 13 IN THE FALL AND ON FEBRUARY 5 OR 6 IN THE SPRING

FALL AND SPRING:
REGISTRATION, ETC.

Preregistration is open to all students. IT IS REQUIRED FOR ALL ADMITTED STUDENTS. Preregistration is in addition to, *not in place of*, regular registration. To preregister, see your advisor.

Fall: May 14 through July 27
 Spring: December 3 through January 11

Advising: Advisors are available by appointment and during their individual office hours. Academic advisors for the Fall and Spring are:

Bunny Rabinoff	B.A. and M.A. programs and unadmitted B.A. students
Judy Meyer	M.A. program and unadmitted M.A. students
Mio Polifroni	ECSIC and Basic Credential programs and unadmitted Credential students
Judith Sachse	Special Education Credential program and unadmitted Special Education Students

Registration will take place in the College Records Department:

Fall:	September 12 1:00 p.m. to 5:30 p.m.
	September 13 8:30 a.m. to 1:00 p.m.
	September 14 1:00 p.m. to 5:30 p.m.
	September 15 8:30 a.m. to 1:00 p.m.
Spring:	February 5 1:00 p.m. to 5:30 p.m.
	February 6 8:30 a.m. to 1:00 p.m.
	February 7 1:00 p.m. to 5:30 p.m.
	February 8 8:30 a.m. to 1:00 p.m.

PLACES FOR PREREGISTRANTS WILL BE HELD THROUGH:

Fall: September 17
 Spring: February 13

Special Rate Registration: All courses may be taken at a special rate of \$55 per unit, on a space available basis. These courses taken at the special rate may not be applied toward a Pacific Oaks degree or initial credential.

Registration for courses being taken at the special rate will be:
 Fall: Monday, September 17
 Tuesday, September 18
 8:30 a.m. to 12:00 p.m. and 1:00 to 4:15 p.m. (both days)
 Spring: Monday, February 11
 Wednesday, February 13
 8:30 a.m. to 1:00 p.m. and 1:00 to 4:15 p.m.

Post-Baccalaureate Units: For credential students, taking post-bac units only to clear a credential the \$55 per unit cost applies. Credential Post-Baccalaureate units (at \$55 per unit rate) may be registered for during the regular registration dates; advisors' signature required.

Late Registration: Late registration will begin:
Fall: September 18 9:00 a.m. to 12:00 p.m. and 1:00 to 4:15 p.m.
Spring: February 13 9:00 a.m. to 12:00 p.m. and 1:00 to 4:15 p.m.

The late registration fee is \$10. Any student wishing to register after the second week of classes will need to obtain written permission from the instructors of all desired courses.

T.B. Test Requirement for Registration: Results of a current T.B. test (taken within one year of registration date) must be on file in the College Records Department in order to register. Please have the test results mailed to that office before registration or bring them with you when you come to register. The nearest T.B. testing facility in Pasadena is the Pasadena, T.B. Association, 111 N. Hudson (corner of Union and Hudson). Phone number: 793-4148. Donation \$4.00.

Practicum Placements: On-campus practicum placements will be handled by the Children's Programs office. Public school student teaching placements have been made by Mico Polifroni. Any student taking a practicum must have an application, fee and references on file with admissions. For more information contact the College Records Department.

Program Changes: Before classes begin and during the first and second week of classes, there will be no change of program fee for adding or dropping classes. After Friday of the second week of classes,
Fall: September 28
Spring: February 22
there will be a \$3.00 fee for each course added or dropped.

When adding a class after the second week of classes, it will be necessary to obtain the written consent of the instructor. Classes may be dropped anytime during the semester. Please refer to the tuition refund schedule.

Tuition and Fees:

\$110 per unit -Undergraduate and graduate credit
\$ 55 per unit -Special rate tuition
\$ 10 -Student activity fee required of all students
\$ 50 -Workshop fee

See page 8 for a complete list of fees.

All tuition and fees related to registration are payable at the time of registration. With completion of an "Arrangement for Payment of Tuition" contract, it is possible to pay a *minimum* of one-half of the tuition at the time of registration and the remaining one-half on or before:

Fall: November 9
Spring: April 11

THIS CONTRACT DOES NOT APPLY TO ANY FEES WHICH ARE PAYABLE IN FULL AT THE TIME OF REGISTRATION.

Tuition Refund Schedule:

	Fall	Spring	
1st week of classes	(9/17-1/21)	(2/13-2/15)	100%
2nd week of classes	(9/24-9/28)	(2/18-2/22)	80%
3rd to 5th week	(10/1-10/19)	(2/25-3/14)	50%
After 5th week	(after 10/20)	(after 3/14)	none

FEES ARE NOT REFUNDABLE.

Financial Aid Checks and Refunds will be available 3 to 4 weeks after registration.

Returned Check Policy: There will be a \$10 charge for each check returned to Pacific Oaks. (Example: Insufficient funds)

Evaluations: Pacific Oaks College no longer issues grades as a means of evaluation. Semester evaluations will be by written statement.

Auditing Classes: Any Pacific Oaks class may be audited on a space-available basis. Auditors must have consent of instructor. No records of auditing are kept.

Maintaining Admission: To maintain admission to a Pacific Oaks degree or credential program a student must:

1. be registered for at least 2 units each semester until graduation or
2. be granted a leave of absence (one year maximum). Students may not be on leave the semester of graduation. A student must be registered for a minimum of 2 units or pay the Final Semester Registration fee of \$100. This fee is to be paid during the semester the student graduates.

Transcript Fee: \$2 per transcript. All requests must be in writing. Allow 5 days for processing.

Financial Aid: Application deadlines for financial aid are Nov. 15 for Spring semester and March 15 for Summer Session and the following academic year. Basic Educational Opportunity Grants and Federally Insured Student Loans are available throughout the year. See page 5 and/or the Financial Aid Officer for further information.

Student Directory Information is compiled by the College Records Department and is released only to students, staff and faculty at Pacific Oaks.

Accreditation: Pacific Oaks is accredited by the Western Association of Schools and Colleges.

WE RESERVE THE RIGHT TO MAKE CHANGES IN THIS BULLETIN WITHOUT NOTICE.



I. WORKING WITH CHILDREN

Pacific Oaks Practica

Children's Programs at Pacific Oaks provide an opportunity to learn how to put one's self into teaching through unique practicum experiences in which students actually work intensively with individual children, small and large groups, and create meaningful educational activities and events. Teaching is presented as a human interaction process - a dialectic developed by involvement. The yards are generously staffed, not a classroom models, but to provide each student a rare opportunity to learn about children and their families. Classroom management skills are included as appropriate. Being part of a professional team and developing an awareness of parents' roles in schools is integral to the practicum. A hands-on teaching experience, pragmatic meshing of theories into practice and a remarkable opportunity to personally experience a child's thinking and feeling is the professional quality we seek to provide via ample staffing in the yards.

Generally, a practicum student receives one unit for each four hours of participation per week. Units may be for graduate or undergraduate credit. Each practicum includes daily staff meetings and a seminar. Attendance at seminars is mandatory, unit credit for seminars is optional.

Fall Orientation for ALL practicum students is September 13th and 14th 9:00 a.m. to 3:00 p.m.

Spring Orientation for All practicum students is February 7th and 8th 9:00 a.m. to 3:00 p.m.

HD 102 Practicum/Seminar: Day Care

Candice Miller and Shunji Ozaki 4 units minimum

The complexities of a day care program are addressed by the staff of Burgess House by means of the practicum which provides practical day care experience with children ages 2 to 5 and/or extended day children ages 5 to 9. This experience not only covers the daily program for the children but also allows the student to participate in the administrative aspects of running a day care center. Developmental theories will be discussed in relation to individual children and group dynamics as well as the importance of environment, parental input, community resources and teaching styles in meeting overall goals of the day care center and the individual needs of each child.

Minimum time requirements for the practicum are 3 days a week, 4 hours per day, attendance at staff meetings, seminar and monthly meetings. Since Day Care is open from 7:30 a.m. to 6:00 p.m., hours are flexible and can be arranged to suit your and our needs. Additional units to be arranged with instructor.

Fall and Spring:

Staff Meeting: 1:00 to 2:00 p.m. W

Staff Seminar: 7:30 to 10:00 p.m. the 3rd Th of each month

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

HD 103/203 Practicum/Seminar: 2 Year Olds

María Gutierrez

3-6 units

Through and intensive experience with children aged 2, this practicum offers opportunities to work directly with children, staff and parents. Developing appropriate curriculum environments, observing and recording tools, parent education programs and program evaluation are additional aspects of this practicum.

Fall and Spring:

Practicum: 8:30 a.m. to 12:30 p.m. two to five mornings a week

Staff Meeting: Daily after practicum

Staff Seminar: 12:00 to 2:30 p.m. W

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

HD 105 Practicum/Seminar: 3 to 5 Year Olds

Mae Varon and Jerry Ferguson

3-6 units

An introduction to children, discovery of own teaching style, ability to focus upon individual and group needs as staff develops awareness of the group, beginning to work closely with one or two children, then to be able to plan for small groups. The seminar provides shared experience of planning and evaluating learning.

Fall and Spring:

Practicum: Two to five half-days, by arrangement, of weekly observation and participation in the preschool yards.

Staff Seminar: 4:30 to 7:00 p.m. M

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

**HD 107/207 Practicum/Seminar:
Open Classroom - Primary**

Nancy Place and Betty Jones 6 units

This practicum articulates open classroom practices in terms of Piagetian theory of intellectual development, including planning and implementing the integration of academic skills through emergent curriculum, developing activities and field trips, multicultural curriculum, observing and recording of behavior, writing developmental summaries, record keeping, planning environments and team teaching. Experience with children with special needs and parent involvement are additional aspects. The practicum also includes participation in daily staff meetings and a weekly seminar.

Prerequisites: Previous experience student teaching or equivalent recommended. Previous or concurrent enrollment in HD218-1 or equivalent. Concurrent enrollment in a curriculum course is recommended.

Fall and Spring:

Practicum: Two full days plus two short days
(20 hours) 8:30 a.m. to 2:30 p.m.
and 8:30 a.m. to 1:00 p.m. or by
arrangement with teachers

Staff Seminar: 3:30 to 6:00 p.m. M

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

HD 116 Practicum/Seminar: Kindergarten

Molly Scudder

This program is designed to prepare children for the first grade in traditional and alternative schools. Use of manipulatives and language experience are part of the foundations of the academic program. This learning is fostered in a setting which emphasizes self-esteem, peer relationships and social skills.

Fall and Spring:

Practicum: 8:30 a.m. to 12:30 p.m. daily

Staff Meeting: 12:30 to 1:30 p.m. daily

Staff Seminar: 4:30 to 7:00 p.m. M

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

HD 177/277 Practicum/Seminar: Adolescents

Winnie Dorn 3-5 units

Teenage Mini-School students will be exploring their self-directed learning in a program focused on human development - understanding self and others. Some will participate with younger children in Pacific Oaks Children's Programs. Practicum students may relate informally to adolescent students, teach individuals or small groups in their areas of interest, and supervise their work with children.

Enrollment limit 15

Hours by arrangement with instructor.

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

**HD 182/282 Practicum/Seminar: Program and
Environments for Infants and Toddlers**

Molly Noxon 2-5 units

An inquiry into the needs and characteristics of very young children and their families. The practicum will provide opportunities to work directly with infant-toddlers in the Pacific Oaks program and their parents who meet as a group. Students will be encouraged to focus their interests in terms of early child development, the parenting process, environmental development and analysis, program administration, research or projects of individual interest. The seminar provides a medium through which people focusing on this stage of development may discuss and exchange ideas and form a mutual support system.

Enrollment limit 20

Fall and Spring:

Practicum: 9:00 a.m. to 1:00 p.m., two to
four mornings per week

Staff Seminar: 1:30 to 4:30 p.m. W

Fall Orientation: September 13th and 14th
9:00 a.m. to 3:00 p.m.

Spring Orientation: February 7th and 8th
9:00 a.m. to 3:00 p.m.

HD 209 Graduate Specialized Practicum

Staff 3-6 units

A teacher may serve as facilitator to an M.A. student who has specialized interest in children. For instance, if a M.A. student is especially interested in working with parents she may negotiate with a teacher to focus on that area via developing parent programs for a yard, etc. Similarly, contracts to emphasize administration, curriculum, research, etc. may be developed.

Units and time assigned to yard to be determined by those involved.

Public Schools: Basic Credential Program

The Multiple Subjects Credential Program prepares students to teach in grades preschool through sixth. It is open to both undergraduate and graduate students.

Through a combination of academic/methods courses and actual teaching experiences, students gain an understanding of how children learn and skills in providing educational environments and experiences that meet their individual and group needs. The program stresses the importance of enhancing a child's self-concept by valuing his cultural heritage and providing him/her with appropriate opportunities to successfully explore his environment, become a self-motivated learner and a responsible group member. Through placements in diverse socio-economic and ethnic communities, students grow in appreciation for multi-cultural education and develop understanding of and ability to work with children of diverse backgrounds.

The following courses constitute part of the Multiple Subjects Credential Program requirements. To enroll in them, students must either be admitted to the program or receive the approval of the Coordinator of the program.

Ed 131 Introduction to Public Schools: Observation/Participation and Seminar

Mio Polifroni 2-3 units

Public school law, administration and programs, including those relating to special education; parent involvement and rights, including due process/fair hearing; personnel policies and teachers rights and responsibilities; community make-up and resources; educational alternatives and current issues; lesson plans and T.E.P.'s. Observations and participation experiences by arrangement.

Fall 4:30 to 7:00 p.m. T

Spring 4:30 to 7:00 w

Ed 133 Seminar for Teachers

Mio Polifroni 1-2 units

Resource seminar for credential alumni and other teachers. Topics to be decided based on the needs and interests of participants. Special projects to be completed for 2 units. Required attendance for holders of preliminary credentials who have enrolled in Pacific Oaks' Fifth Year of Studies program.

Fall and Spring 4:30 to 6:30 p.m.

3rd Monday of each month

Ed 143-1 Seminar in Elementary Curriculum: Reading Including Phonics, Social Studies/ Multi-Culture

Fall Nancy Davenport
Spring Louise Darman-Sparks 3 units

Curriculum development is analyzed as a multi-faceted process, including implications of developmental theory, learning styles research, socio-cultural and family influences and expectations. Emphasis will be on "tailoring curriculum to" rather than "imposing it on" children. Curriculum areas of reading and social studies within a multi-cultural and non-sexist perspective will be focused on.

Fall 4:30 to 7:00 p.m. Th

Spring 4:30 to 7:00 p.m. T

Ed 143-II Workshop in Elementary Curriculum: Math, P.E., Psycho-Motor, Health

Jon Ahlstrom 2-3 units

Developmental theory and experience with practical application of health, P.E., mathematics, psycho-motor activities and sex education. Exploration of various methods of organization in managing a curriculum program; scheduling independent and small group activities, commercial materials commonly used, construction of teacher-made materials, assessment and record keeping techniques.

Prerequisites: Ed143-II to be taken concurrently with student teaching.

Workshop fee: \$50

Fall and Spring 7:30 to 10:00 p.m. T

Ed 152K,P,U Practicum/Seminar: Directed Teaching in Public Schools

Mio Polifroni and Polly McVicker 4-5 units

Ed152K Kindergarten; Ed152P Primary; Ed152U Upper Elementary. Supervised participation in public elementary school by arrangement with the Coordinator of Elementary Credential programs. Weekly school site seminar with supervisor by arrangement.

Prerequisites: Admission to a credential program, completion of Ed131, and previous or concurrent enrollment in Ed143-I or Ed143-II.

Student Teaching Fee: \$10 per unit in addition to tuition.

Monthly Student Teacher Seminar: 4:30 to 6:30 p.m.
First Monday of each month.

HD 150 Re-Evaluation Counseling: Its Application for Classroom Teachers

Arlene Goldberg 3-6 units

"I am a human being. It's the nicest thing to be. The world went on evolving and last came me..." (Harvey Jackins). Participants will deepen their empathy and recover more of their natural ability to relate to young people in human, non-oppressive ways. Emphasis will be on developing skills and theoretical knowledge that will be supportive to children's natural intelligence, enjoyment of communication, cooperativeness, liking of affection and natural zest. All class mem-

bers will be expected to be presently working with pre-school or elementary age children; to establish an outside of class peer support relationship with another member of the class; and to develop a friendship with a young person on a one to one basis.

Enrollment Limit 20

Fall 7:00 to 10:00 p.m. Th

Program L: Imagination in the Classroom

Polly Mcvicker 3-6 units

This study is designed to provide experience with open ended "starting points" for developing an imaginative curriculum in the elementary classroom. Recognition of the innate creative drive at all ages, significance of encouraging imaginative exploration and discovery during the school program. Imaginative directions in all areas: art, poetry, language, books, music, rhythm and science. Acquaintance with the humanities through knowing the work of artists, writers and musicians as part of curriculum. Discussion of basic issues of today: conformity, non-conformity, limits, values and the importance of choices.

Workshop fee: \$50

Enrollment limit 30

Course equivalents: Ed253 Seminar/Workshop in Environmental & Curricular Development
So144 Science for Children
Hu142 Art for Children
Hu143 Music and Movement for Children
La141 Language and Literature for Children

Fall and Spring 9:00 a.m. to 5:00 p.m. S
in Malibu

Children With Special Needs IN A CLINICAL SETTING

HD 180/280A Practicum/Seminar: Therapeutic Nursery School

1. JULIA ANN SINGER
Fall and Spring 3 units

For course description, see SUMMER listing.

2. LOS ANGELES CHILD GUIDANCE CLINIC

Sylvia Wald

Prerequisites: Admission to the College, a previous practicum or teaching experience, completion of a special application procedure (\$25), and consent of instructor.

Psychodynamic view of children whose life experience and behavior interferes with positive sense of self and freedom to learn. Analysis of

the needs of children under stress; emphasis on program that promotes positive climate for growth.

Location: Los Angeles Child Guidance Clinic
746 W. Adams Blvd.
Los Angeles, CA 90007
749-4111

Enrollment Limit 4

Fall and Spring Times by arrangement between 9:00 and 12:15 p.m. T through F

Supervision: 12:30 to 1:00 p.m.

3. Cheerful Helpers Preschool Center

Prerequisites: Graduate or equivalent standing, previous practicum or teaching experience, completion of special application procedure and interview and approval of staff.

An 11 month internship program is offered within the Department of Child Psychiatry. Observation, assessment and participation with developmentally delayed neurotic and severely handicapped children and high risk toddlers. Training opportunities include: individual and small group supervision; observation of on-going child therapy; observation of family diagnostic interviews utilizing a psychodynamic and psychoeducational approach.

Contact: June Mayne
Cedars-Sinai Medical Center
Cheerful Helpers Preschool Center
P.O. Box 48750, TOMHC Plaza E113
Los Angeles, CA 90048

Enrollment Limit 6 full-time students
2 part-time students

HD 180/280B Practicum/Seminar: Therapeutic Day Treatment Center

PASADENA CHILD GUIDANCE CLINIC

Lynne Holcomb and staff 3-5 units

Prerequisites: Graduate standing and approval of Pasadena Child Guidance Clinic staff.

A seminar/practicum in working with preschool and primary aged children with emotional problems and learning disorders. Practicum experiences to include integrating theoretical and experiential data in assessing young children, learning therapeutic techniques and acquiring skills in teaching learning handicapped children. Practicum includes individual and group supervision.

Location: Pasadena Child Guidance Clinic
62 Huribut Street
Pasadena, CA 91105

Enrollment Limit 5

Fall and Spring:
Practicum: 9 hours per week, by arrangement;
1 hour supervision

Seminar: To be arranged.

HD 180/280C Practicum/Seminar: Psychotherapy with Elementary School-Age Children

THALIANS

Hermine Kovacs 4 units

Prerequisites: B.A. degree or equivalent in education, psychology or human development; personal interview.

Diagnosis and treatment of learning disorders in school-age children. The approach is psycho-dynamic and an emphasis is placed on the role of the family constellation. Two practicum experiences include: 1) Individual work with 5 children each week, plus 1½ hours group supervision weekly; and 2) 2 days per week in the classroom of Thalians Day Treatment Center Day School for emotionally disturbed children and their families, plus 1½ hours group supervision weekly.

Location: Thalians Community Mental Health Center
Cedars-Sinai Medical Center
8730 Alden Drive
Los Angeles, CA 90048
855-4564

Fall and Spring Day and times to be arranged with instructor.

HD 289 Learning in the Young Child

Ann Milano and Sue Schuster 2 units

Develop ability to plan prescriptive teaching programs for a specific child to be carried out in a classroom setting. One or two of the following areas of development will be discussed: motor, perceptual-motor, visual and auditory percepto-cognition and language. Includes exposure to behavior modification techniques and sequential learning and teaching to strengths as well as remediation of weaknesses. Practicum experience available to students in full-time program at Julia Ann Singer.

Location: Julia Ann Singer Preschool Psychiatric Center
8730 Alden Drive
Los Angeles, CA 90049

Fall and Spring 11:15 a.m. to 12:15 p.m. T
plus additional supervision hour

SPECIAL EDUCATION CREDENTIAL PROGRAM

- A) Learning Handicapped Specialization and/or
- B) Severely Handicapped Specialization

Available are thirty-four units of course work for each credential. Some of the courses are designed to meet competency requirements in both the Learning and Severely Handicapped authorizations. Courses include prerequisite, generic and specialization work. The Special Education Credential requires two directed teaching practicums in both public and private school placements, a total of 500 supervised

hours. Consideration and credit for prior work in the field with documentation will be evaluated prior to admission to the program.

These courses are designed to meet the requirements for the Ryan Special Education Credentials for the Learning and Severely Handicapped.

A basic teaching credential, which is required, may be earned concurrently.

Special Education Core

Judith Sachs 6-9 units

Enrollment in the Special Education Core will be determined by the advisor. Two independent studies will be supervised in the core program. SpEd260 Introduction to the Exceptional Child and SpEd261-262 Working with Exceptional Children and Their Families: Interpersonal-Affective Realm.

This course is designed as an integrated study group for professionals in the field and other interested students. The group will be a mutual support and resource network for the members of the class. Time will be spent on emergent curriculum, individual projects and current community issues in Special Education.

Guest faculty will discuss the following subjects as they relate to teachers in the classroom: speech and language, blind/deaf, medication and allergies, family counseling, gifted, vocational rehabilitation, neurologically impaired and occupational and physical therapy.

Prerequisites: Admission to the Special Education Program or consent of the program advisor.

Fall and Spring 4:30 to 7:00 p.m. Th

Sp Ed 236 Assessment, Individualized Instruction and Accommodating Environments for Exceptional Children

Mary Ann Read 3 units

This course will cover the history and principles and methodology of testing and evaluation through study of the literature in the field. Attainment of competent observational skills. Utilization and development of screening procedure for early identification of exceptional children. Development of appropriate instruments to assess the physical, cognitive and social/emotional developmental level of young children. Appropriate ways of recording data. Ability to assess the difference between physical, emotional, neurological and cultural difficulties in order to provide the least restrictive environment for each child.

Enrollment limit 25

Fall 4:30 to 7:00 p.m. Day to be announced

Sp Ed 237 Early Identification and Program Planning for the Learning Handicapped

Sp Ed 238 Early Identification and Program Planning for the Severely Handicapped

Staff 2 units each

This course will cover the ability to assess the developmental (intellectual, social, perceptual, physical and emotional) level of learning and severely handicapped children. Knowledge of psychological, genetic, physiological, social and cultural causes of disabilities. Ability to observe, assess and use observational data. Ability to develop instructional programs appropriate to learning and severely handicapped needs in individualized program.

Enrollment Limit 25

Spring 4:30 to 7:00 p.m. Day to be announced

Sp Ed 243-I Teaching the Learning Handicapped: Cognitive Realm

Sp Ed 244-I Teaching the Severely Handicapped: Cognitive Realm

Mary Ann Read 2 units each

Utilization of current research in program implementation. Knowledge of developmental skills prerequisite to successful teaching. Identification of potential/actual learning disabilities. Setting of individualized behavioral and instructional objectives. Curriculum development and implementation in teaching academic skills. Use of appropriate techniques, media and materials. Ability to use evaluation measures to report teacher learning outcomes.

Enrollment Limit 25

Spring 4:30 to 7:00 p.m. Day to be announced

Sp Ed 243-II Teaching the Learning Handicapped: Psycho-Motor Realm

Sp Ed 244-II Teaching the Severely Handicapped: Psycho-Motor Realm

Judy Altman 2 units each

Knowledge and utilization of perceptual-motor and movement planning and implementation. Knowledge of perceptual and movement theory and its application to learning systems for the learning or severely handicapped. Development of motion environment and psycho-motor, creative and self-help skills and materials. Assessing, tracking and evaluating individual and group progress and program effectiveness. Knowledge of psycho-motor and movement curricula.

Enrollment Limit 25

Fall Day and time to be announced

Sp Ed 252 Public School Law, Ethics and Administration

Staff 2 units

Understanding Federal Law 94-142, State Law Title 5 and local legislation as they apply to the rights of children, their parents, school personnel and other professionals. A review of child abuse laws and regulations, professional ethics and administrative policy within the school framework.

Enrollment Limit 25

Fall and Spring 4:30 to 7:00 p.m.
Day to be announced

Sp Ed 257 Directed Teaching the Learning Handicapped

Sp Ed 258 Directed Teaching the Severely Handicapped

Judith Sachse 4 units each

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

Prerequisites: Admission to the Special Education Credential Program. Concurrent enrollment or previous completion of SpEd243-I or SpEd243-II, or SpEd244-I or SpEd244-II. Previous teaching experience with normal children required.

Fall and Spring 16 hours per week in classroom, in addition to preparation and conference time and attendance at appropriate school functions, conferences and home visits.

Site arrangement to be determined by advisor prior to registration.

II. HUMAN DEVELOPMENT THEORY

The Early Years

HD 100/200 Human Development: The Early Years

Fall Carol Phillips
Spring Bunny Raberoff 3 units

Introductory course designed to provide a broad understanding of the early years in the human cycle from conception to middle childhood, while emphasizing the major contributions of such theorist as Freud, Erikson, Piaget and Skinner within a framework of increased awareness of the implications of humans developing as they study human development.

Prerequisites: General psychology, general sociology or cultural anthropology, life science.

Fall and Spring 1:30 to 4:00 p.m. Th

HD 115 Observing and Recording Behavior

Bunny Rabinoff

3 units

Jean Piaget suggests that the more a child sees, hears, experiences and is helped to interpret the more the child learns. It follows that the more an adult sees, hears experiences and interprets the more an adult learns. There are tools that aid in the acquisition of good observing skills.

This class will examine and use a number of observational methods to develop a broad repertoire of data collecting ideas and the semester's work will include a ten week study of a child. Each student will select a particular child; a special needs child, a child presenting some developmental question, a child interesting to the student because of ethnicity, economic class, ordinal position, the fantasy expressions of this child, etc.

We will work together sharing material and analyzing critically as we develop subtle and discreet skills!

Fall 10:00 a.m. to 12:30 p.m. M

HD 148 Authentic Infant - Competent Care

Magda Gerber

2 units

This course is designed for:

- Individuals who are or want to become professionals in infant care education
- parents or future parents who want to facilitate the mutual adaptation of their own infants to themselves
- Individuals who work or want to work with older children (nursery school, grade school) and who want to understand the origins of behavior and learning.

Course content will consist of analyses of diverse approaches to infant rearing with special emphasis on the Pikler method. Topics will include: sensory-motor development, manipulation, human relationships and problem solving; infants', parents' and carers' needs; what is an educator; 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; discussions and evaluations will follow. Films (including the unique Lotty movies) and other audio-visual materials which are available only through Mrs. Gerber will be shown.

Fall 6:30 to 9:30 p.m. T, September 11, 18 and 25
9:30 a.m. to 5:00 p.m. S, September 15

Spring 6:30 to 9:30 p.m. T, February 19 and 26 and
March 4 9:30 a.m. to 5:00 p.m. S, February 23

HD 149 Preventive Intervention for Infants and the Very Young

Magda Gerber

2 units

For professionals who desire to deepen their understanding of the changes, emotional needs and vulnerabilities in infancy and early childhood. Discussions will focus on the crucial time when basic patterns of coping, living and learning are set; changing phases and cycles; normal and excessive anxieties and vulnerabilities; adaptive and maladaptive patterns; how to detect problem areas; what can be prevented; what can be corrected; when is an infant at psychological risk; therapeutic and untherapeutic environments; the vicious circle of the disturbed child and the perplexed parent; early signs of infantile autism; what elements of the known therapeutic approaches are applicable with infants and the art and science of an infant child counselor.

Fall 6:30 to 9:30 p.m. T, October 2, 9 and 16
9:30 a.m. to 5:00 p.m. S, October 13

Spring 6:30 to 9:30 p.m. T, March 11, 18 and 25
9:30 a.m. to 5:00 p.m. S, March 22

HD 218-1 Introduction to Piagetian Theory

Louise Derman-Sparks

3 units

An investigation of the implications of Piagetian developmental theory for early childhood education. Objectives of the course are to enable students to understand basic Piagetian theory and be able to implement educational approaches derived from it. The class will investigate the implications of Piaget's theory in such issues as the role of the teacher, the organization of the environment, nature of the curriculum and the relationship of development and learning. Students will be required to explore Piagetian approaches in a classroom setting and evaluate their experience with the class.

Enrollment limit 25

Fall 4:30 to 7:00 p.m. W

HD 219 Erikson, Skinner and Piaget

Carroll Borland-Parten

3 units

An overview of behavior and learning from the perspective of three major theorists examining characteristic patterns of social and emotional growth, sensory and perceptual development and respondent and operant behavior. Required reading and an in-depth project will be included.

Enrollment limit 25

Fall 1:30 to 4:00 p.m. W

Program A: The Early Years: Theory and Observation

Liz Prescott and Bunny Rabirotff 3-6 units

This integrated study covers theories of development in the early years. Theoretical approaches will be integrated with the practicum experience of students so that they can derive ways of applying theory to practice.

Course equivalents: HD100 Human Development: The Early Years
HD100L Observing and Recording Behavior

Fall 12:30 to 4:00 p.m. M

The Later Years

HD 101/201 Human Development: The Later Years

Carroll Borland-Parten 3 units

An interdisciplinary overview of the life cycle from post adolescence to old age. A broad reading list is drawn from texts and novels. Study in depth of one developmental level is expected. This may be met through research, taped interview, film or photographic essay or verbal/written report. Evaluation, conducted by conference with the instructor, will be based on self-evaluation and contribution to the class.

Prerequisites: General psychology, social or cultural anthropology, sociology, life science or the consent of the instructor.

Spring 1:30 to 4:00 p.m. W

HD 202 Crises of Maturity

Carroll Borland-Parten 3 units

An examination of the watershed points of the middle and later years. Discussions will cover: new options in partnering; the split-over place, when children take on the parental role; pressures on the middle aged man; menopause; martyrdom or manumission; patterns of aging; and other topics of interest to the participants. Readings will be in fact and fiction. Fulfills requirement for HD101/201.

Prerequisite: HD100/200 or consent of the instructor.

Enrollment limit 25

Fall 7:30 to 1:00 p.m. W

Program G: The Later Years: Human Development and Research

Liz Prescott and Bunny Rabirotff 3-6 units

This integrated study is designed to explore and develop competences in examining strategies for people working with various ages in the life cycle.

There will be opportunities for group work and/or individual projects which will be contracted for. The program will be designed as a total unit.

Course equivalents: HD101/201 Human Development: The Later Years
HD120 The Family
HD160 Research Methods in the Behavior Sciences

Spring 12:30 to 4:00 p.m. M

III. SOCIO-CULTURAL ASPECTS OF HUMAN DEVELOPMENT

HD 112/212 Children Under Stress

Bunny Rabirotff 3 units

Robert Oates recently completed his final volume of Children of Crisis. His dedication reads: "To America's children, rich and well-off as well as poor, in the hope that some day, one day soon, all boys and girls everywhere in the world will have a decent chance to survive, grow and affirm themselves as human beings." We share his aspirations for children. This course will involve students in some of the major issues that stand in the way of children experiencing life fully. Poverty, illness, the effects of a world often in turmoil all have bearing on a child's experience of life. We will also explore the ways in which children and their families cope with and adjust to weaknesses and strength. There will be considerable reading required and opportunities for fieldwork.

Spring 1:30 to 4:00 T

HD 137/237 Human Sexuality

Beth Paulin 3 units

Using films, lectures, "raps", and seminars the class will obtain factual knowledge about human sexuality, both normal and variant, explore sexual myths, sexual mores, alternative life styles, current sex research and therapy. Attendance required.

Enrollment limit 25

Spring 6:00 to 10:00 p.m. M
First nine weeks of semester

HD 168 Ecology of the Child

Stan Smith 3 units

For teachers, future teachers and counseling students who want to explore "family life" as the source of those basic belief systems through which we experience children, and out of which adult-child relationships are formed. The course deals with the psychoanalytic tradition of human development, and through that tradition explores the environment of adult-child relationships, in an effort to develop a working social psychology of childhood and the family. The course introduces students to the history of

psychoanalytic tradition and charts that history through readings in Robert Coles, Ana Freud, Françoise Dolto, Jacques Lacan, Frieda Fromm-Reichmann and Erik Erikson. A paper is required.

Spring 7:30 to 10:00 p.m. T

HD 169 Values and Culture

Norine Dresser 3 units

The study of people who are different from ourselves "drives a wedge into our ethnocentrism, providing a wider view of what to include in the category of 'human nature'. They exist, they are there, they are different, so that one cannot say that to be human is to be monogamous, ambitious, avaricious; human values need not include an ethic of absolute honesty or compassion: it is good to lie, steal, kill, under certain circumstances." (Janet Siskind) An introduction to cultural anthropology. Using books, films and discussions the course will look at a variety of contemporary cultures throughout the world. We will focus on the relationship between values, environment and survival. Experiences designed to increase awareness of personal valuing processes will be included. Reading, fieldwork and class participation will be required. Fulfills cultural anthropology requirement and has a multi-cultural focus.

Spring 7:30 to 10:00 p.m. Th

HD 234 Family From a Cross-Cultural Perspective

Marianne Wolman 3 units

A family reveals significant differences in functioning as a unit, in size and format of the "nuclear family", and in ecological patterns. Child rearing amidst an extended family has different expectations and meets different goals. Stress and coping are dealt with as established responses on culture and environment resulting in psychological conflict and adjustment.

Fall 4:30 to 7:00 T

HD 248 Planning Environments for Young Children

Liz Prescott 3 units

The ecology of child development. Ways of examining the environment provided by the nursery school, day care center and other settings. Evaluating use of physical space and selection of activity settings in terms of program goals. Environmental planning to enrich children's experiences and facilitate adult supervision.

Enrollment limit 25

Fall 1:30 to 4:00 p.m. Th

HD-271 Culture and Cognition

Carol Phillips 3 units

What is the influence of culture on cognition? The course will make a survey of the schools of thought regarding the various ways in which thinking and learning differ due to the influence of culture. Focus will be on a clarification of the issues, an examination of the traditional research methods used to gain insight into the issues and a critical look at research done cross-culturally as well as among different ethnic groups within the U.S.

Enrollment limit 20

Spring 1:30 to 4:00 p.m. T

Ed 239 Politics of Parenthood

Louise Derman-Sparks 3 units

An examination of parenting in contemporary U.S. society from a many faceted perspective; social, economic, psychological, cultural, historical. Issues to be considered include: societal expectations, myths and realities of parenting; impact of changing life styles, sex roles, cultural diversity in roles of parents; stresses and strengths of parents in different kinds of families; developmental stages of parenthood; parents' and children's rights; support networks; power sharing with other societal institutions responsible for children. Format includes lecture, discussion, field observation and interview tasks with people who are parenting and involved in different aspects of parent work.

Fall 1:30 to 4:00 p.m. Th

Program E: Social Dynamics in Human Development: Interaction in a Pluralistic Society

Louise Derman-Sparks and Carol Phillips 3-9 units

"Not everything that is faced can be changed, but nothing can be changed until it is faced." (James Baldwin) A psycho-social approach to developing attitudinal awareness, perspective and skills for constructively working in a pluralistic society. Course will examine: 1) implications of historical/social realities and cultural/ethnic diversity of a child's developmental process and family/community/school interaction; 2) concepts of pluralism, ethnocentrism, racism, sexism and victim blaming; 3) role of social sciences in creating/perpetuating stereotypes and myths about human development and their impact on educational programs for children and families; 4) new research and approaches to working with culturally diverse communities; 5) advocate role of teaching/human services professions in promoting social change. Format of Program E will include lectures, discussions, role playing, reading journals, field projects and action research. Individualization within framework of Program E goals will be encouraged.

Program E is planned as a two semester course. It is possible to take it one semester for three units, but it is preferable to take it for six to nine units for the year.

Course equivalents: HD122 School and Society
Ed156 Parent-Teacher-
Community Interaction
HD256 Working with Culturally
Diverse Parents

Fall and Spring 4:30 to 9:30 p.m. M

Program W: Women's Studies

Louise Darman Sparks 3-6 units

This course utilizing a cross disciplinary approach is designed to function as both a support group for the participants and as a content and research oriented exploration of women's issues. All participants will be expected to develop an individual program of reading, fieldwork, research and writing and to be an active member of the group. While the final curriculum will be determined by students and faculty together, areas of exploration will include some of the following: power and powerlessness, gender identity and social role identity, choice and alternatives in relationships, parenting, relationships between institutional sexism, racism and classism, the women's liberation movement: what is it, what are its political and psychological impacts.

Course equivalents: HD101/201 Human Development
The Later Years
HD101L Study of Individual In
Social Setting
HD143 Growing Up Female
HD144 Choice of Lifestyles

IV. WORKING WITH ADULTS

Communication

HD 153 Assertiveness Training

Valerie Hood and Annabel Wilson 3 units

For teachers, counselors, administrators and other professionals in the helping fields. We will concentrate on 1) identifying personal rights, 2) developing self confidence through assertive action, 3) coping with criticism and 4) communicating more effectively with peers, concerned parents and authority figures. Participants will learn to use appropriate assertive techniques for problem solving in their professional and personal lives.

Fall 9:30 a.m. to 3:30 p.m. S, October 13 and 20

HD 206 Group Processes

Judy Meyer 3 units

An experiential approach to exploring group and interpersonal dynamics, styles of leadership,

barriers to communication, stereotyping, roles, self-image and body dynamics. Analysis of the group as a teaching/learning setting. Focus on communication skills and personal growth.

Fall 1:30 to 4:00 p.m. T

La 138/238 Communication Skills and Individual Dynamics

Billie Pauley 3 units

Course focuses on the use and misuse of language, person-to-person listening and tools from various theoretical systems for understanding one's individual dynamics. Alternative ways of thinking and behaving which are dysfunctional for the individual are explored. Credit toward Human Development Major.

Enrollment limit 25

Spring 4:30 to 7:00 p.m. T

Marriage, Family and Child Counseling

We do not give a degree in Marriage, Family and Child Counseling. We do offer courses that satisfy an equivalency degree program with our Masters in Human Development, with competency and courses completed in the following required subjects as set forth in the amended Section 1850, Education, of the Business and Professions Code:

- Human biological, psychological and social development
- Human sexuality
- Psychopathology
- Cross cultural mores and values
- Theories of marriage, family and child counseling
- Professional ethics and law
- Human communication
- Applied psychotherapeutic techniques of marriage, family and child counseling
- Survey of psychological testing
- Research methodology

Students are required to arrange for their own supervised hours of experience as required in amended Section 1833. For specific details, see California Education Code sections 1805 to 1846

HD 167 Order and Disorder in Families and Children

Stan Smith 3 units

Introduction to the psychodynamics of family life, exploring disturbances in family systems, ways in which families structure both order and disorder, therapeutic methods with which families may be treated as a whole unit. Course is designed to introduce the practice of family therapy to students as a means by which families are helped to organize their experience. We will explore the growth of family therapy qua therapy through the study of some of its key therapists, introduce models of family therapy, assess the strengths and limitations of those models and call into question the premises of family therapy as a practice. The course empha-

sis is on a psychodynamic, etiological approach to family life that needs to be grounded in an adequate social psychology. Textbook will be The Family Crucible by Whitaker and Napier. A paper will be required.

Fall: 4:30 to 7:00 p.m. W

HD 221-I Theories of Marriage, Family and Child Counseling

Jean Barrett 3 units

This course will focus on theory and application of marriage, family and child counseling. A review of communication theories, systems theories and traditional approaches towards psychotherapy will be included. This course is designed to meet partial requirements for the California State MFOC License.

Prerequisites: HD100 or HD101; personality theory and communications theory are recommended but not required. This is a one year course.

Enrollment limit 25

Spring 10:00 a.m. to 12:30 p.m. W

HD 221-II Practice of Marriage, Family and Child Counseling

Billie Pauley 3 units

This course will focus on theory and application of marriage, family and child counseling. A review of communication theories, systems theories and traditional approaches towards psychotherapy will be included. This course is designed to meet partial requirements for the California State MFOC License. This is a one year course.

Prerequisites: HD100 or HD101; personality theory and communications theory are recommended but not required.

Enrollment limit 25

Fall: 4:30 to 7:00 p.m. Th

HD 224 Practicum: Marriage, Family and Child Counseling

Kathleen Larkin 3 units

Qualified experience in the practice of marriage, family and child counseling. To be taken concurrently with HD221-I or 221-II. Students are responsible for arranging their own fieldwork with qualified supervision for at least 10 hours per week. Cases and audio tapes will be reviewed in class.

Fall and Spring 7:30 to 10:00 p.m. W

HD 267 Abnormal Processes of Human Development

Fall Ian Russ
Spring Marianne Wolman 3 units

We will explore abnormal patterns of social, inter-psychic and educational growth in children. Adult psychopathology will be reviewed. Diagnosis, etiology, treatment and prognosis of the various psychopathologies will be discussed. Specific topics include: childhood autism and psychosis, maternal deprivation, sleep disorders, phobias, delinquencies and anorexia nervosa, borderline adolescence, etc. This course will require extensive class preparation. This course meets partial fulfillment for MFOC licensing.

Prerequisites: HD100/200; HD101/201; Theories of Personality recommended.

Enrollment limit 25

Fall Time to be announced

Spring 4:30 to 7:00 p.m. Th

La 138/238 Communication Skills and Individual Dynamics

Billie Pauley 3 units

Spring 4:30 to 7:00 p.m. T

See previous listing page 30

Parent/Community Work

The Parent/Community Work Program is designed to prepare students to offer parent education programs and to facilitate parent involvement in schools and child care settings - in each case with the emphasis on the parents' needs, values and expectations. Major questions which are addressed during the program are: What are effective models and structures that allow parents and professionals to share power? Can support systems be developed to help parents nurture themselves so they can better nurture their children? What are the socio-political forces that impact on families and parenting and what can be done about them? What is the role of the "new professional" if not to be an "expert"? How can the professional support a parent when the two have a conflict in values? How can parent education and support be offered that respect the family's culture, lifestyle and/or class?

Lilly Endowment, Inc. of Indianapolis, Indiana funded the development of the program which now begins its fourth year of implementation. The uniqueness of the program was affirmed at an Office of Education Seminar on Parenthood Education in Washington, D.C. in March 1978. Although other colleges offer courses and/or services to parents, Pacific Oaks was the only one represented that had developed an over all framework detailing "what one needs to know to work with parents in a variety of settings and situations." Most students do half of their course work focused on parents, either in the field or in classes. The other classes are chosen from the general Human

Development offerings. Completion of the program leads to a Master's in Human Development with a specialization in Parent/Community work. For further information, contact Judy Meyer, Advisor.

Parent/Community Core

Judy Meyer 3-6 units

Competences necessary for working with parents in school, child care, preschool and parent education settings will be identified and developed. Issues that arise in fieldwork settings - parent-teacher relationships, leadership/facilitation styles, teaching methodology, parent-professional value conflicts and adult growth processes - will be explored. Analyzing parenting from a socio-political perspective, the role of the Parent/Community Worker and the "pros and cons" of parents and professionals sharing power will be an emphasis. The core includes fieldwork in school/child care settings and parent education classes.

Prerequisites: Graduate standing and consent of advisor.

HD 240 Models and Methods of Parent Involvement

Judy Meyer 3-6 units

An exploration of the "why and how" of parent education and parent involvement in educational settings ranging from expectant mothers (including adolescent) onward. Topics will include a variety of programs and methods for implementing parent work; how to develop strategies for parent work in different communities and institutional settings (e.g. child care, public elementary school, etc.) utilizing community services for family needs, and the role of professional Parent/Community Workers. Format includes field observation and practicum, dialogue with practitioners involved in different aspects of parent work, discussion and lectures based on issues emerging from field experiences and instructor's overview of Parent/Community Involvement; readings.

Prerequisites: Required for students in Parent/Community specialization. Over three units is dependent on fieldwork, to be arranged with instructor.

Spring 4:30 to 7:00 p.m. W

Ed 239 Politics of Parenthood

Louise Derman-Sparks 3 units

Fall 1:30 to 4:00 p.m. Th

See previous listing page 29

Leadership in Education

Leadership in education is exercised through administration, supervision, consulting and teaching prospective and practicing teachers. Fieldwork opportunities are available in a wide variety of settings: seminars provide an opportunity for sharing experiences, examining issues and developing theoretical understanding.

Working With Adults: Teaching and Administration

Karen Flite and Betty Jones 3-6 units

Identification of competences important in working with adults as an administrator, supervisor or teacher in human development programs. Emphasis on communication skills and group process, organizing strategies and issue advocacy, understanding of socio-cultural systems and adults as learners.

Students enrolling for 3 units are expected to attend the full four hour sessions, which include a potluck supper. Students enrolling for 6 units attend the sessions and do fieldwork.

Fall and Spring 4:30 to 8:30 W

V. RESEARCH

HD 131 Grantsmanship

Peggy Spear 1 unit

Proposal writing workshop: an introduction to grantsmanship. An all day workshop on the fundamentals of proposal writing with an overview of funding sources, private and public, and a review of reference materials. We will learn by doing so bring your ideas, proposals in progress and written materials describing your organization.

Fall 9:00 a.m. to 5:00 p.m. 3, October 6

HD 160 Introduction to Research

Carol Phillips 3 units

General introduction to scientific method and objectives with particular emphasis on the understanding and interpretation of research findings, logic of hypothesis testing, definition, classification and measurement; problems of research design and observation; principles of statistical methods as applied to the design of research.

Enrollment limit 25

Spring 1:30 to 4:00 p.m. W

HD 248 Planning Environments for Young Children

Liz Prescott 3 units

Fall 1:30 to 4:00 p.m. Th

See previous listing page 29

HD 260 Testing, Measurement and Research

Liz Prescott

3 units

A humanistic perspective on three areas within educational assessment, each with an emphasis on early childhood education:

- basic principles of testing, including a critical examination of standardized testing from a consumer viewpoint,

- informal methods of assessing children's progress in the classroom,

- an introduction to the basics of evaluation research.

Students will be expected to apply ideas discussed in the course to an assessment problem of their own choosing for a class project.

Enrollment limit 25

Fall 1:30 to 4:00 p.m. T

HD 262 Advanced Problems in Research

Liz Prescott

3 units

For students who are developing and working on their Master's projects or other research projects in areas of their own interest. Investigation into the research process and the problems of research design and conceptualization. Emphasis on measurement problems and theory development; discussion of individual projects.

Spring 1:30 to 4:00 p.m. M

La 203 The Language of Young Children: Educational Linguistics

Carol Phillips

3 units

A socio-linguistic approach to the study of the language patterns of young children. The course will survey the literature on the various dimensions of the way children use language and the factors thought to influence those dimensions - particularly as they relate to socio-economic factors and cultural differences. The thrust will be on a comparative analysis of the contributions of various perspectives on language study toward a deeper understanding of their implications for assessment, research and classroom strategies. A basic understanding of developmental theories of language is recommended. Gives research credit.

Enrollment limit 25

Fall 1:30 to 4:00 p.m. W

Program G: The Later Years: Human Development and Research

Bunny Rabinoff and Liz Prescott

3-6 units

Spring 4:30 to 9:30 p.m. M

See previous listing page 28

VI. LANGUAGE, ARTS AND SCIENCE

La 142 Literature for Children

Polly McVicker

3 units

An exploration of what we read, who we read and why we read to preschoolers. Examination of literature for fantasy, for cognition, for aesthetics, for discovery, as a tool for play and learning. An opportunity to create literature and illustrations for children by class participants.

Spring 1:30 to 4:00 p.m. M

La 202 Writing: Methodology and Creative Madness

Bayla Winters

3 units

This course is structured to emphasize feeling good about your skills and motivations in filling reams of blank paper with first person experiences through exquisite flights of fantasy and expect (realistically) that one day YOUR output will be professionally edited, sold and published. Since the locus is on actualizations of these goals, fantasies may have to hover while innumerable readings and umpteen revisions are reshaped in a round robin atmosphere of remedial informality. Poetry. Short stories. Nonfiction. Diaries. Beginning novels. Children's books. Articles. Interviews. Bumperstickers. While the pain of Creative Writing will be shared, the madness inherent in each one of us must be celebrated! Let's do it together...

Enrollment limit 25

Fall 7:30 to 10:00 p.m. W

La 202 The Problems and Process of Writing

Betty Jones

3 units

This course is designed to help those who want to be able to write well, eliminate blocks and develop skills. The emphasis is on expository, professional writing rather than on fiction or poetry. The course will deal with the factors which have made you believe that you can't write, including an analysis of the cultural factors which promote or discourage the ability to write standard English. The main emphasis will be on the development of the attitudes and skills required in order to write effectively. There is no way to develop these skills and attitudes except by writing; you don't learn to write by talking about it. In other words, the class will require you to do quite a bit of writing.

Spring 1:30 to 4:00 p.m. Th

**La 203 The Language of Young Children:
Educational Linguistics**

Carol Phillips 3 units

Fall 1:30 to 4:00 p.m. W

See previous listing page 33

**HD 157 Integrating Mind and Body: An Holistic
Approach to Human Development**

Judy Meyer and Pam Gruber 3 units

This class has emerged from our interest in recent research on the expansion of the human potential and our own new learning in the areas of holistic health, altered states of consciousness and mind-body-feeling relationships. We believe that personal growth must start with self, and we want to share what we are learning about meditation, nutrition, self-healing, body awareness, expression of feelings, health, communication, balance and how these interface and interrelate. Our goals are to achieve more high level functioning for ourselves, more active participation in the shaping of our futures, and more conscious conceptualization of our social institutions. We wish to bring care/fulness to mind and body and mind/fulness to living.

This class can meet the credential requirement for health and can be counted as science units.

Fall 1:30 to 4:00 p.m. W

**HD 159 Facilitating Self-Expression in Children:
A Right Hemispheric Approach**

Valerie Rope 3 units

This course will present to teachers and parents practical methods of developing creative self-expression and affective communication skills in children. These methods are based on right hemispheric experiences with the expressive arts which allow children the opportunity to discover for themselves the basis for their feelings and behaviors and assist them in extending their communicative abilities so that they can learn to resolve their own inner and/or social conflicts at home and in the classroom. The course will integrate theory experiences and partial applications, including the theoretical foundations of the dichotomous functions of the human brain hemispheres and their relationship to creative self-expression, and the development of children's art as it relates to their abilities in employing expressive art mediums. Films, guest speakers and slide presentations of actual classroom experiences. Readings in the areas of human brain research, art therapy, child development and art education. Practicum includes work with children while adapting research, class information and personal processes.

Fall 7:30 to 10:00 p.m. T

Hu 148 Beginning Folk Guitar

Barbara Slade 2 units

This class is designed for teachers who want to learn to play folk guitar quickly and painlessly. We will focus on basic technique and learn a large repertoire of children's songs. No previous musical experience is needed.

Fall 4:30 to 6:30 p.m. W

Ed 115 Audio-Visual Workshop

Evelyn Harris 1 unit

For anyone who wants or needs to know how to operate a variety of audio-visual equipment. Learn the fundamentals of overhead, opaque, movie, filmstrip and slide projectors; experiment with tape recorders; try some video taping; make your own transparencies and visual aids. Fulfills the requirement for audio-visual competency for teaching credential.

Fall 9:00 a.m. to 5:00 p.m. S, November 10 and 17

Spring 9:00 a.m. to 5:00 p.m. S, April 12 and 19

Math 100 Modern Math

Dorothy Baranski 3 units

This course is for anyone who does not have a basic understanding of mathematical concepts. Fractured by fraction? Decimated by the decimal point? Absolutely antagonized by algebra? These are nothing, compared to what students in this class will learn. Practical and theoretical aspects of modern mathematics as it applies to college level arithmetic, including fundamental operations with whole numbers, fractions, denominate numbers, metric system, introduction to the slide rule, mensuration, systems of numbers from natural through complex and an introduction to algebra designed to prepare students for mathematics above the arithmetic level. Can you believe these concepts will be taught and experienced in an enjoyable way? Math can be fun instead of a hang-up... and the fun can be transmitted to those we teach. Individual attention will be given to those areas where participants have particular problems. Fulfills mathematics requirement for credential program.

Fall and Spring 7:30 to 10:00 Th

Sc 100 Physical Sciences: Facts, Fantasy, Fun I

Dorothy Baranski 1-2 units

For teachers and parents who want to share a sense of excitement about science with children. Light a candle, watch a nail rust, understand some of the basic concepts in the field traditionally labeled "chemistry": oxidation; temperature and how changes in it affect the state of material (melting, evaporating, fogging, cooling); solutions, mixtures, com-

pounds; atomic weights and structures. Compile a science workbook of examples, illustrations and experiments. This course is a companion to Sc101; however, neither is a prerequisite for the other.

Fall 9:00 a.m. to 5:00 p.m. S, October 13 and 20
Spring 9:00 a.m. to 5:00 p.m. S, February 23 and March 1

Sc 101 Physical Sciences: Facts, Fantasy, Fun 2

Dorothy Baranski 1-2 units

For teachers and parents who want to share a sense of excitement about science with children. Watch rolling marbles, pick up nails with a magnet, understand some of the basic concepts in the field traditionally labeled "physics": sound, heat, magnetism, electricity, light (mirrors, reflection, refraction, lenses, magnification). Compile a science workbook of examples, illustrations and experiments. This course is a companion to Sc100; however, neither is a prerequisite for the other.

Fall 9:00 a.m. to 5:00 p.m. S, November 3 and 10
Spring 9:00 a.m. to 5:00 p.m. S, March 15 and 22

Sc 103 The Living World

Gilbert and Betty Jones 2-4 units

Basic biology: the interrelationship of living things, the web of life, ecology, field biology, plant and animal identification. Environmental education and camping. Science and nature experiences for children; resources for teachers. Course equivalent: general biology, science for children, and advanced seminar/workshop in science. Enroll for either or both sections; both are camping trips.

Section A: DESERT
Orientation Friday, March 21, 7:00 to 10:00 p.m.
Field Trip Monday, April 7 through Friday April 11

Section B: MOUNTAINS
Orientation Wednesday, May 28, 7:00 to 10:00 p.m.
Field Trip Monday, June 9 through Friday, June 13

Program L: Imagination in the Classroom

Polly McVicker 3-9 units

Fall and Spring 9:00 a.m. to 5:00 p.m. S
at Malibu

See previous listing page 24

HD 214 The Uses of Metaphor

Liz Prescott 3 units

An examination of metaphor with opportunities to explore and play with its meaning and uses over the life cycle. Ample opportunities to read children's literature, myths and fairy tales and to examine the varied reactions which they evoke in people of all ages.

Spring 4:30 to 7:00 p.m. T

VII. INDEPENDENT WORK

HD 198 Assessment of Experience

Cindy Leva and Ray Noble 3 units

This program is designed for mature students with professional experience in a human development related field who are applying for special admission to the Pacific Oaks M.A. program. The Life Experience Program seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

Prerequisite: Consent of instructors

Fall and Spring 7:30 to 10:00 p.m. M

HD 292 Independent Study

2-6 units

Independent study requires that a student design a project and find a faculty advisor. An independent study contract must be presented at the time of registration. The contract may be from 1-6 months. Refer to the Fall and Spring calendar for dates of registration for independent studies.

HD 299 Master's Project

3-6 units

The Master's Project requires that a student design a project and organize a faculty advisory committee. An approved advancement to candidacy form must be presented at the time of registration. Refer to the Fall and Spring calendar for dates of registration for Master's Projects.

PACIFIC OAKS FACULTY

JEAN BARRETT

Ph.D. Claremont Graduate School, Psychology and Education. Ph.D (pending dissertation) University of California at Los Angeles. M.A. University of California at Los Angeles, Anthropology-Sociology. B.A. University of California at Los Angeles, Philosophy.

GWEN BROWN

M.S. Queens College of New York City, Early Childhood. B.A. Queens College of New York City, Elementary Education.

GERALDINE FERGUSON

Ed.D. University of California at Los Angeles. Graduate work in Architecture and Environmental Planning, Southern California Institute of Architecture. B.S. University of California at Los Angeles.

KAREN FITE

M.A. (pending thesis) Pacific Oaks College, Human Development. M.A. Georgetown University, English. B.A. Pomona College, English. General Secondary Credential-English and Social Sciences. General Elementary Credential. Junior College Credential- Language Arts, Literature and Professional Education.

MARIA GUTIERREZ

M.A. (pending thesis) Pacific Oaks College, Human Development. B.A. California State University at Los Angeles, American Studies.

EVELYN HARRIS

M.L.S. Graduate School of Library and Information Science. B.Sc. Duquesne University. Elementary Teaching Credential.

ELIZABETH JONES

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 Credentials- Elementary and Early Childhood.

POLLY MC VICKAR

M.Ed. Boston University, School of Education. A.B. Wheaton College, Psychology and English. Certificate Preschool Education, Elliot-Pearson.

JUDITH MEYER

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development. A.A. Antelope Valley College. California Standard Teaching Credential with a specialization in Early Childhood Education. California Community College Instructor Credential- Nursery School and Preschool Education.

CANDICE MILLER

M.A. University of California at Santa Barbara, Psychology. B.A. Willamette University, Psychology.

MOLLY NOXON

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

SHUNJI OZAKI

B.A. University of California at Los Angeles, Psychology.

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 Credential. Early Childhood Specialist Teaching Credential. Adult Education (Parent Education) Credential. Community College Credential.

BILLIE PAULEY

Graduate Study Claremont Graduate School. Graduate Study Pasadena College. M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development. Marriage, Family and Child Counselor License Certification, Board of Behavioral Examiners, State of California.

CAROL PHILLIPS

Ph.D. Claremont Graduate School. M.Ed. Erikson Institute of Loyola University, Early Childhood. B.A. University of Wisconsin, Psychology.

NANCY PLACE

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

MARGUERITE 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.

BUNNY RABIROFF

M.A. Pacific Oaks College, Human Development.

JUDITH SACHSE

M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development and Early Childhood Education. A.A. Los Angeles City College, Psychology.

MOLLY SCUDDER

M.A. Goddard College, Early Education. M.A. Pacific Oaks College, Human Development. B.A. Pacific Oaks College, Human Development.

LOUISE GERMAN-SPARKS

M.A. University of Michigan, Early Childhood and Elementary Education. B.A. Brooklyn College, European and American Literature. Preschool, Early Elementary and Mentally Retarded Children Credentials.

YOLANDA TORRES

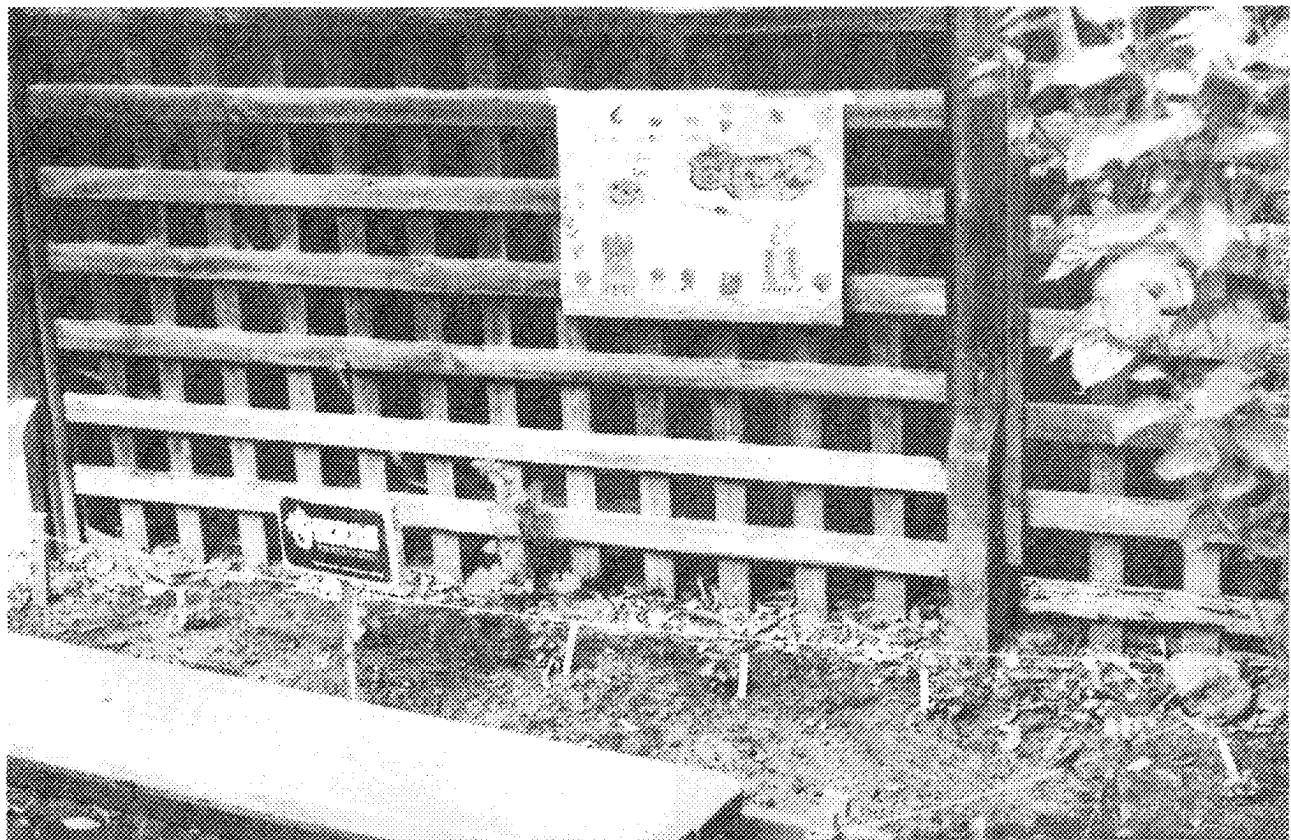
M.A. Pacific Oaks College, Human Development. B.A. California State University at Los Angeles. Secondary Teaching Credential.

MAE VARON

M.A. Pacific Oaks College, Human Development. Basic Teaching Credential.

MARIANNE WOLMAN

Ph.D. (pending dissertation) Claremont Graduate School. M.A. Claremont Graduate School, Psychological Foundations of Education. B.A. University of Vienna.



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