



Value the child. Educate the person.
Change the world.

Academic Catalog

2010 -2011

Effective Date: August 16, 2010

*“One’s work may be finished some day,
but one’s education never.”*

Alexandre Dumas, pere

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Academic Catalog Information

Section I: Introduction & General Information

Introduction:

Pacific Oaks College is a unique educational institution offering upper division and graduate-level college programs in human development, marriage and family therapy, and teaching credentials, with a special emphasis on early childhood education.

Three basic concepts underlie the educational philosophy of Pacific Oaks: that growth is a dynamic and life-long process; that every individual has a fundamental worth; and that each person, no matter how young or old, has a unique identity and human potential which they contribute to the lives of all those with whom they come in contact.

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. The School quickly grew under the leadership of Molly Morgenroth and Evangeline Burgess as word spread that there was a place in Pasadena where children were valued as individuals. The teacher education aspect of Pacific Oaks grew out of the need to train teachers for the expanding nursery school.

In 1959, continued expansion led to accredited B.A. and M.A. degree programs in Human Development. It is believed that teachers must know the whole life continuum to understand self and, therefore, students.

The style of learning emphasized at Pacific Oaks is unique. Pacific Oaks students are encouraged to work together and to learn from each other. The faculty work with students to help each individual obtain an education that meets personal needs. At Pacific Oaks, the process of learning is valued as much as what is learned. Experiential learning, that is, learning by doing, is at the heart of Pacific Oaks' curriculum. We believe that both theory and practice are learned through action and

interaction, and we encourage students to value doing as well as talking, reading and writing. In recognition of our unique teaching/learning pedagogy, Pacific Oaks received a Special Commendation for distinguished Achievement in Undergraduate Education from the American Association of Colleges and Universities.

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including those based upon race, ethnicity, class, sexual orientation, gender, age and physical ability. Respect is an essential element of all relationships, both generally and individually. Respect includes honoring the confidentiality of personal experiences shared by students and faculty members in class discussions.

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

For further information about College programs, please contact:

Office of Admissions
5 Westmoreland Place Pasadena, CA 91103
(626) 397-1349 or (800) 684-0900

ABOUT PACIFIC OAKS

Departments

Human Development (HD) – Hybrid Learning
Main Line: (626) 397-1340

Human Development (HD)
Main Line: (626) 397-1310

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

Teacher Education (TE)
Main Line: (626) 397-1331

Notice:

Students adhere to the requirements and programs outlined in the catalog of the academic year in which they're admitted. Students who interrupt their programs for five or more years will adhere to the catalog of the academic year in which they're readmitted. The requirements, programs, class offerings, fees, policies, and all other subjects covered in this publication may be changed without notice. Users of this publication should contact Pacific Oaks representatives to learn the current status of matters covered herein. Pacific Oaks assumes no responsibility for any damages which may be claimed to have resulted from such changes.

Mission:

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

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

Vision:

The vision of the Pacific Oaks College is to provide quality education to adult learners while maintaining its core values.

Values:

Central to the tradition and history of Pacific Oaks is the value we place on the individual. This translates into several core values.

- People - We respect and value each individual. We strive to create a work environment that is pleasant, challenging, and promotes excellence in performance. We ask that all members of the Pacific Oaks community be willing to engage actively in thought and discussion as we learn about the nature, dynamics, and impact of bias on the individual.

- Diversity - We value and promote the diversity of our work force. In our tradition, we actively seek out diversity in our students and employees.
- Social Justice - We strive to ensure and to teach the principles of equal opportunity and fairness for all and to recognize the ways in which theories, practices, and institutions can be biased and oppressive.
- Participatory Decision making -We work to ensure participation in decision making, where and when appropriate. We value the input from diverse and varying perspectives to ensure we remain true to our mission.

Institutional Core Competencies:

The curriculum in Human Development (HD), Marital and Family Therapy (MFT), and the Teacher Education programs is organized around 5 areas in which students are expected to be competent. The competencies are as follows:

1. *Development:* Understanding of developmental theories.
2. *Diversity:* Understanding and valuing diversity, including an anti-bias approach.
3. *Communication:* Ability to communicate with others in an effective and connective way.
4. *Research:* Ability to collect, process, and evaluate data through research.
5. *Praxis:* Ability to observe, critically reflect, implement theories, and empower others.

Each of these competencies, except research, has a required core class. These classes introduce active learning, as well as subject areas. Since the core classes also help students define their own areas of interest and learning needs, these classes should be taken early in a student's program at Pacific Oaks.

Accreditation:

Pacific Oaks is accredited by the Western Association of Schools and Colleges and has been since 1959. For additional information see www.wascsenior.org.

Section II: Admission Requirements

General Admission Policies and Requirements:

UNDERGRADUATE ADMISSION

Traditional Admission

Pacific Oaks offers only upper division courses at the undergraduate level. Applicants for the B.A. degree in Human Development must have a minimum of 64 semester credits of transferable courses from accredited two or four-year institutions. In addition, applicants must be able to critically analyze literature and situations, and possess strong oral and written communication skills. Consideration is given to the potential to succeed in an experiential academic program.

Student Status Requirements

Enrollment at Pacific Oaks College is defined as follows:

Fall & Spring Terms

- B.A. Full-Time = 12 or more credits
- Half-Time = 6-11 credits
- Less than Half-Time = 5 or less credits

Summer Term

- B.A. Full-Time = 6 or more credits
- Half-Time = 3-5 credits
- Less than Half-Time = 2 or less credits

General Education Transfer Requirements

Transfer requirements for traditional admission to the B.A. degree program include completion of a minimum of 64 semester credits with a grade of "C" or higher. Only courses taken at colleges and universities accredited by regional commissions will be accepted. Please check with the transfer center at the colleges attended to see if an articulation agreement is in place to assist you in selecting acceptable courses for transfer. The Pacific Oaks Admissions or Registrar's Office determine whether or not a course is acceptable.

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

credits may transfer. Applicants with no more than two outstanding courses from the four general education categories may be considered for admission.

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

Transfer credits need to be in 5 basic content areas as follows:

1. Oral and Written Expression: A minimum of 9 semester credits including English Composition. * Additional courses may include Creative Writing, English or American Literature, Introductory or Communicatory Linguistics, Journalism, Early Childhood Education Language Arts , Logic, Critical Thinking, Speech/Communication, Foreign Language (1-3), Writing for Specific Occupations, and American Sign Language.
2. Science and Math: A minimum of 9 semester credits may include courses in Astronomy, Biology, Chemistry, Forensics, Physics, Ecology, Geology, Math (College Algebra or higher), Applied Algebra/Physics/Mathematics, Environmental Science, Anthropology, Physical Geography, Physiological or Statistical Psychology, Nutrition, Statistics, Symbolic Logic, and Zoology. Additional courses may apply depending upon subject concentration including Accounting /Finance/Banking, Business Math, Computer Science, Computer and Information Systems, Computer Programming, Engineering, Fire Science, Investigation Sciences, Anatomy and Physiology, Materials Sciences, Botany/Cultivation Sciences, Climatology/Meteorology, Early Childhood Education Math/Science, and Health Education.
3. Social Sciences: A minimum of 9 semester credits including required courses in Introductory Psychology and either Introductory Sociology or Cultural Anthropology*. Applied courses may include: Theoretical Early Childhood Education/Child Development courses Political Science, Social Linguistics, Religious Studies, Psychology, Social Geography, Sociology, and History. Additional courses may apply depending upon subject concentration including Legal Systems, Law and Society, Administration of Justice, Global Studies, and Philosophy.
4. Humanities and the Arts: A minimum of 9 semester credits may include Art History, Art, Architecture, Photography, History, Mythology, Foreign Language (1-3) , Foreign Language Literature in Translation, Literature, Music , Philosophy, Theater, Drama /Performance , Children's Literature, Music or Art for Children, and Humanities. Additional courses may apply depending upon subject concentration including Storytelling,

Speech/Rhetoric, Psychology of Literature/Language, Religious Narratives in Translation, Global Studies, Media Studies, and Journalism.

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

Most UC/CSU transferrable courses accepted for elective credit.

Courses not accepted for transfer include the following:

- Remedial courses
- Orientation courses
- ESL Courses
- Word/data processing courses

Options for Earning Additional Transferable Credits:

Applicants may earn up to 94 semester credits of classes listed under the 4 basic areas and acceptable electives.

Proof of B.A. degree or completion of 64-94 transferable semester credits is required for all admissions. If you are admitted with any general education deficiencies, then we highly recommend that you complete them within your first year of matriculation to avoid delay in graduation.

NOTE: All transfer credit must be completed prior to your final semester of enrollment at Pacific Oaks. You must be enrolled in course work at Pacific Oaks College in the semester you graduate from Pacific Oak College.

Credit For Life Experience (CLE)

Pacific Oaks understands that what a student learns on the job can be as valuable as what is learned in the classroom, and we offer a way for students to use that real-world experience to accelerate degree completion and career advancement.

Students pursuing a B.A. may qualify for up to 30 credits for life experience, which can be applied toward a bachelor's degree and additionally counted toward the prerequisite coursework needed for admission into the M.A. in the Marital and Family Therapy or Human Development master's programs. For students who successfully complete a three-credit "Reflections on Life Experience" course (HD 489), qualify for the full 30 life experience credits, and who meet the other application criteria, the requirement of a B.A. degree may be waived for admission to an M.A. program.

Pacific Oaks' Credit for Life Experience option conforms with policies set forth by our accrediting body, the Western Association of Schools and Colleges (WASC).

Credit options: Reflective Study Sequence of Courses

Upon completion of HD 489 the student has three options for recording credit for HD 484-488 Reflective Study.* (Reflective Study credit does not count toward the 30 Pacific Oaks credits required in residence for completion of the Human Development major for the B.A. It does count toward the total 124 credits required for the BA.)

Option 1: Continue with enrollment in the traditional B.A. in Human Development program.

Option 2: Applying for 3 to 30 credits of Reflective Study credit.

Option 3: Applying to waive the B.A. requirement for admission to the M.A. program.

Before applying to waive the B.A. the student must do the following:

- a. Complete all general education transfer requirements for full admission into the B.A. in Human Development program.
- b. Complete HD 489.
- c. Apply for 30 credits of Reflective Study credit.
- d. Complete a second undergraduate Pacific Oaks course: HD 341, 351, 411, or 416.

As part of the waiver application, the student must do the following:

Write a response to a supplemental questionnaire.

Complete an interview with faculty representative from HD or MFT departments.

*Reflective Study offers a full syllabus including the option of credit for prior experiential learning. Each course title below identifies a set of learning objectives that can be challenged by a student whose life experience has enabled her/him to meet them. The challenge process takes place following successful completion of HD 489 Reflection on Life Experience.

HD 484A Reflective Study: Developmental Theory	3 credits
HD 484B Reflective Study: Development Analysis	3 credits
HD 485A Reflective Study: Diversity Theory	3 credits
HD 485B Reflective Study: Diversity Analysis	3 credits
HD 486A Reflective Study: Fieldwork	3 credits
HD 486B Reflective Study: Implementation	3 credits
HD 487A Reflective Study: Research I	3 credits
HD 487B Reflective Study: Research II	3 credits
HD 488A Reflective Study: Portfolio	3 credits
HD 488B Reflective Study: Presentation	3 credits

Credits for Life Experience (C.L.E.) Track Options

Bachelor's Degree Completion Track 1: Credit for Life Experience as an Elective:

Human Development B.A. students may elect to take the HD 489 Reflection on Life Experience course as an elective for a total of 3 credits. This elective course will serve as 3 credits of the required 124 credits needed for successful completion of a B.A. degree in Human Development.

Bachelor's Degree Completion Track 2: Receiving Additional Credit for Credit for Life Experience Coursework:

Human Development B.A. students with 64 to 91 transferable credits and 5 years or more of work experience may elect to take the HD 489, Reflections on Life Experience, course for a total of 3 credits. After successful completion of the HD 489, Reflections on Life Experience course, students may apply to earn up to 30 credits by Credit for Life Experience, which can be applied toward a B.A. degree in Human Development. Approval of Credit for Life Experience will be determined by a designated academic committee and sole discretion for approval lies with Pacific Oaks College. The application procedure is as follows:

The application process is initiated by a student. Applications are available from the Registrar's office.

The instructor of HD 489, Reflection on Life Experience, verifies that the student has successfully completed the required assignments and returns the papers, portfolio, and presentation paperwork to the student who includes these materials in the application packet.

Faculty evaluators review the student's work and verify that the student has met the assignment requirements and the work experience qualifications. If a student wishes to challenge the evaluators' decisions, the Human Development program Chair may be called for an additional assessment. That decision will be final. Evaluators deliver the completed application to the registrar's office. A copy of the application is kept with the student's file in the registrar's office. The application packet, including ten HD 489 assignments, is maintained in the Human Development office for program review purposes.

If approved, the Registrar's office enters approved Credit for Life Experience credits onto the student's transcript. Students are notified by the Registrar's office of the results.

Credit for Life Experience coursework and approved C.L.E. credits, plus passing evaluations on all required courses for a B.A. in Human Development, for total of 124 credits, will result in successful degree completion.

Bachelor's Degree Waiver Track 3: Admission to a Master's Program

An admitted and eligible B.A. student who desires entrance into the Human Development M.A. or the Marriage & Family Therapy M.A. program may apply to have the Bachelor Degree requirement of the admission process waived. Approval of the Application for Waiver is not guaranteed and the decision rests within the sole discretion of Pacific Oaks College. Successful awarding of a Master's Degree earned under the B.A. Waiver policy does not guarantee acceptance of the degree by any other institution or entity.

Any student who wishes to apply for the Bachelor's Degree waiver must register for and successfully complete HD 489, Reflections on Life Experience. In addition, any student must also register for and successfully complete one of the following courses:

- HD416 Leadership in Education
- HD411 Working with Adults
- HD351 Conflict Resolution
- HD341 Communication for Empowerment

(Concurrent enrollment in HD 489 and the additional course chosen from these options is recommended but not required.)

After completion of the above two courses, a student should apply for 30 additional credits of Credit by Life Experience. A total of 30 credits of Credit for Life Experience are required for the waiver. Approval of Credit for Life Experience will be determined by a designated academic committee and sole discretion for the decision lies with Pacific Oaks College. Once the 30 credits of Credit for Life Experience credits are earned, a student may apply for the Bachelor Degree Waiver by submitting the following to either the M.A. in Human Development or M.A. in Marital and Family Therapy program:

1. Complete Bachelor Degree Waiver application including questionnaire.
2. Resume, including work and volunteer experience.

3. Narrative evaluations demonstrating successful completion of the two required courses.
4. Papers, portfolio, and presentation documentation from the "Reflections on Life Experience" class.
5. Transcript documenting completion of transfer requirements.

In addition, a student must also participate in an interview with either the MFT or HD department faculty depending on the program for which the waiver is requested.

If the Bachelor's Degree completion waiver is approved and admission is granted into the HD M.A. or the MFT M.A. program, successful Master's degree completion requires the following:

1. HD M.A.: successful completion of a minimum of 30 degree credits from Pacific Oaks College; and...
2. MFT M.A.: successful completion of the required number of degree credits specific to the selected cohort or self-paced group.

GRADUATE ADMISSION

Traditional Admission

Applicants for Pacific Oaks graduate degrees, the M.A. in Human Development and the M.A. in Marital and Family Therapy, must have an earned B.A. degree from a regionally accredited college or university. In addition, applicants must be able to critically analyze literature and situation. Consideration will be given to the potential to succeed in an experiential academic program.

Student Status Requirements

Enrollment at Pacific Oaks College is defined as follows:

Fall & Spring Terms

- M.A. Full-Time = 8 or more credits
- Half-Time = 4-7 credits
- Less than Half-Time = 3 or less credits

Summer Term

- M.A. Full-Time = 6 or more credits
- Half-Time = 3-5 credits
- Less than Half-Time = 2 or less credits

INTERNATIONAL STUDENT ADMISSION

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

International applicants must have non-U.S. transcripts evaluated by a NACES (www.naces.org) evaluation agency. Please contact each individual agency for details on how to obtain an order form; the applicant must pay fees. The evaluation should include the following information:

- (1) Detailed Report (course-by-course evaluation)
- (2) U.S. Degree equivalency
- (3) U.S. GPA equivalency

All international applicants for whom English is a second language, with the exception of applicants who have an undergraduate degree from an English language university, must take the international Test of English as a Foreign Language (TOEFL) and have the scores sent directly to the Admissions Office. A score of 550 or above on paper-based TOEFL (80 IBT) is required for admissions. A score of 6.5 International English Language Testing System (IELTS) or higher is acceptable. Scores may be no more than two years old. All international applicants must have an admission interview in person or by phone prior to admission. The Admissions Office will contact applicants regarding the interview when the applicant's file is complete. International students who are requesting to transfer from another U.S. institution must submit a letter from the international student advisor stating the student is in good standing with the institution.

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

When an international student is admitted, a letter of admission is sent to the student. Once the Admissions Office receives the \$100 commitment deposit, the I-20 is then issued. The student must take the admission letter and I-20 to the nearest U.S. Embassy or Consulate in order to receive an international student visa. This should be done as soon as possible to ensure entrance to the U.S. in time to matriculate for the student's desired term. All international students are subject to federal government regulations.

Graduate Admission for Pacific Oaks B.A. students (second Degree)

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

ADMISSION TO TEACHER EDUCATION PROGRAM

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

Applicants can be admitted to any of the Teacher Education programs only after the California Basic Educational Skills Test (CBEST or CSET) is passed. Until then, applicants are admitted to degree programs only.

Note: Applicants with a California B.A. degree in Education may not be admitted to a credential program by California Commission on Teacher Credentialing (CCTC) regulations.

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

Admission to the Intern Program (MSEL OR SPED)

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

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

ADMISSION TO THE MFT PROGRAM

As part of the admission process, an admission interview will be scheduled with MFT faculty. Students are provisionally admitted to the program with a review for full admissions following the completion of 18 credits.

Admission to the MFT degree program is for the Fall and Spring semesters only.

ADMISSION TO THE POST-GRADUATE CERTIFICATE PROGRAM

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

Post-Graduate Certificate Human Development (HD) available in Pasadena or the Hybrid option:

- Advanced Study in Human Development,
- Advanced Study in Early Childhood Education,
- Advanced Study in Bicultural Development,
- Advanced Study in Leadership in Education & Human Services
- Advanced Study in Social and Human Services

The certificate program is offered by Pacific Oaks Human Development department as an opportunity for persons who already have a master's degree - usually in another field - to deepen their understanding of development and early childhood education. The post-graduate certificate has considerable flexibility in acknowledging competences already gained and responding to the individual's current specialized needs. It is planned with the faculty advisor in the context of the areas of competence that structure Pacific Oaks MA program - Development, Diversity, Communication, Implementation (theory into practice), fieldwork. Completion requires 15 Pacific Oaks credits. The program is available online as well as face-to-face.

MATRICULATION POLICIES:

Students admitted/readmitted for Summer 2010, Fall 2010, Spring 2011, and Summer 2011 will be governed by this catalog.

NON-MATRICULATING STUDENT STATUS:

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

APPLICANT NOTIFICATION:

Applicants will be notified of an admissions decision by mail (electronic or hard copy) and/or by phone approximately 2-3 weeks after a completed application is submitted.

READMISSION

Students applying for readmission (those not enrolled for 1 or more years) must complete all current program requirements and register for a minimum of 6 credits upon re-admission.

RE-ENTRY

Students must be enrolled or on official Leave of Absence to maintain "student status". Students not enrolled for less than one year or not on official Leave of Absence will be required to apply for Re-Entry to return to school. Re-Entry forms may be obtained from the Registrar's Office. A \$30 Re-Entry Fee must be submitted with the Re-Entry Form.

Students who take a leave of absence to perform military service will re-enter with the same academic status they attained prior to their military service leave provided their cumulative absence for such service does not exceed five years.

REAPPLICATION FOR ADMISSION AFTER DENIAL DECISION

Applicants who previously applied to Pacific Oaks and were not accepted may reapply to a future semester up to one year after the original application. For reconsideration, applicants must submit an updated application form and new information (i.e., new recommendation letter, new entrance exam scores, additional coursework, evidence of improved writing skills, etc.). Reconsideration of applications without additional information will not be conducted.

SATISFACTORY ACADEMIC PROGRESS

Quantitative Evaluation:

Master's 3.0 cumulative GPA (CGPA) to graduate and each semester students are reviewed for satisfactory academic progress:

Academic Watch = first semester a student falls below a CGPA of 3.0 cumulative GPA. When a student brings their CGPA back above a 3.0 they are in Good Academic Standing = SAP met.

Academic Probation = student below a CGPA of 3.0 for two consecutive semesters. When student brings their CGPA back above a 3.0 they are in Good Academic Standing = SAP met.

Academic Dismissal = student is below a CGPA of 3.0 for three consecutive semester.

Baccalaureate 2.0 cumulative GPA (CGPA) to graduate and each semester students are reviewed for satisfactory academic progress:

Academic Watch = first term a student falls below a CGPA of 2.0 cumulative CGPA. When a student brings their CGPA back above a 3.0 they are in Good Academic Standing = SAP met.

Academic Probation = student below a CGPA of 2.0 for two consecutive semesters. When a student bring their CGPA back above a 3.0 they are in Good Academic Standing = SAP met.

Academic Dismissal = student is below a CGPA of 2.0 for three consecutive semester.

Qualitative Evaluation:

Rate of Progress toward Completion Requirements

In addition to the CGPA requirements, a student must successfully complete at least 67% of the overall credits attempted cumulatively, in order to be considered to be making satisfactory academic progress. Credits attempted are defined as those credits for which students are enrolled in the term and have incurred a financial obligation. As with the determination of CGPA, the completion requirements will be reviewed at the end of each semester after grades have been posted to determine if the student is progressing satisfactorily.

Maximum Time Frame in which to Complete

A student is not allowed to attempt more than 1.5 times, or 150%, of the number of credits in their degree program of study. The requirements for rate of progress are to ensure that students are progressing at a rate at which they will complete their programs within the maximum allowable time frame.

Maximum Timeframe Requirements:

Program	Length of Program	Maximum Time for Completion
HD.BA	3 years	4.5 years
HD.MA	3 years	4.5 years
MFT.MA	5 years	7.5 years
MFT/LFS.MA	5 years	7.5 years
MFT/AAF.MA	5 years	7.5 years

Grade Point Classifications

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student's transcript. Instructors award one of the following grades.

GRADE	POINTS	UNDERGRADUATE DESCRIPTION	GRADUATE DESCRIPTION
A	4.00	Excellent	Excellent
B	3.00	Very Good	Satisfactory
C	2.00	Satisfactory or Average	Below Expectations
D	1.00	Below Expectations	Not Applicable for Graduate Program
X	0.00	Unacceptable – No Undergraduate Credit	Unacceptable – No Graduate Credit
P	0.00	Pass (not calculated into GPA)	Pass (not calculated into GPA)

NP	0.00	No Pass (not calculated into GPA)	No Pass (not calculated into GPA)
CR	0.00	Credit	Credit
NC	0.00	No Credit	No Credit
WP	0.00	Work In Progress	Work In Progress
W*	0.00	Withdrawal: Available after add/drop and before a. Intensives – the fourth day of class b. Weekday and weekend classes – the last two weeks of the semester c. 7.5 week classes – the last week of the class	Withdrawal: Available after add/drop and before c. Intensives – the fourth day of class d. Weekday and weekend classes – the last two weeks of the semester e. 7.5 week classes – the last week of the class
I	0.00	Incomplete	Incomplete

* Withdrawals are not accepted after the final withdrawal deadline stated in the academic calendar, rather a grade of X will be given.

Special Considerations

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

No Credit (NC): The student received No Credit

Failed Course (X): The student failed the course;

Withdrawal (W): The student withdraws from a course after the add/drop deadline published in the catalog.

Incomplete (I): Students have up to the end of the subsequent term following the term in which an Incomplete (I) was received to submit any written work required to satisfy the completion of the incomplete course. If the Incomplete (I) requirements are not satisfied by the end of the subsequent term, a grade of X will be given and the course counts as credits attempted.

Work in Progress (WP): Courses with a WP status will be factored into the calculation of the student's cumulative progress at the conclusion of the semester the course concludes.

Transfer Credit: Transfer courses that apply to the student's current program will count as credits attempted and earned.

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

All of these situations count in the determination of credits attempted, and thus affect the calculation of the student's cumulative rate of progress.

Graduation Requirements:

In order to participate in Commencement activities, students must have completed all degree requirements, including having a completed and approved thesis for Master of Arts students. This means all grades must be received by the Registrar, all Incompletes converted to passing grades, and the Thesis Approval Form received by the Registrar. Students must be enrolled at Pacific Oaks during the semester in which they graduate.

Diplomas will be handed out at Commencement to participating students with the exception of those students who have restrictive holds on their records. The diploma will be released to the student when the restriction is removed. In addition, transcripts and certifications of graduation will not be issued to any student with a restrictive hold on his or her record.

Academic Program Overview

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

Human Development Programs

Bachelor of Arts in Human Development

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

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

The College offers these specializations at the B.A. level: Developmental Education, Early Childhood Education, Human Development and Social Change, and Infant/Toddler Care and Development. Students may also, in cooperation with their advisor, design a study program directly meeting their needs and interests.

The Credit for Life Experience admissions option at the baccalaureate level offers students an opportunity to document, through presentations and papers, up to 30 credits based on their learning from life experiences. This leads to the B.A. degree in Human Development. (Please see Credit for Life Experience Section for additional information.)

Master of Arts in Human Development

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

The option to complete specializations in the M.A. in Human Development is also available. The specializations are: Developmental Education; Early Childhood Education; Human Development and Social Change; Infant/Toddler Care and Development; Social and Human Services; and Leadership in Education and Human Services: with sub-specializations in

Administration/Supervision, College Teaching/ Teaching Adults, and Parent/Community Work.

Hybrid Learning: Programs Outside of Pasadena

Two academic programs, Human Development and Marital and Family Therapy, sponsor degree programs in California outside of Pasadena at Instructional Sites. In addition, Human Development offers blended degree programs in a hybrid format, which includes a combination of online and on-ground courses (Site locations can be found on the website).

Hybrid programs leading to the Human Development B.A., M.A. and Post-Graduate Certificate extend access to a Pacific Oaks College education nationally and internationally. Most hybrid classes occur in a fifteen-week semester; some four-week modules are scheduled throughout the year. The curriculum online is the same as that offered in face-to-face classes. Seven on-ground credits are required for students in the hybrid degree program.

Online Learning: Programs Fully Online

Baccalaureate and Master of Arts can be taken in a fully online format. Students enrolled in online programs are attending in a lock step model and have limited electives. Courses are delivered 100% online, and unless otherwise-noted are each 7½ weeks in length.

B.A. Human Development – Online only	
Core Classes	Electives
HD 300 – Early Childhood Themes and Life Cycle Issues (3)	HD 315 – The Art of Observation (3)
HD 320 – Contemporary Urban Adolescents (3)	HD 351 – Conflict Resolution (3)
HD 361 – Social and Political Contexts of Human Development (3)	HD 381 – Human Development and Social Change (3)
HD 372 a/b/c– Seminars in Bicultural Development and Education (3)	HD 390 – Developing Anti-Bias Curriculum: Teaching our Values to our Children (3)
HD 341 – Communication for Empowerment (3)	HD 405 – Developmental Education (3)
HD 305 – Cognitive Development: How Children Learn (3)	HD 416 – Leadership in Education (3)
HD 306 – Play in Childhood (3)	HD 426 – Working with Children Who Challenge Teachers’ Skills(3)
HD 400 – Working with Children in a Diverse World (3)	HD 430 – Play, Language, and Literacy Development (3)
HD 406 – Emergent Curriculum (3)	HD 432 – Children’s Literature (3)
HD 411 - Working with Adults(3)	HD 441 – Team Building for Early Childhood Educators and Parents (3)
	HD 489 – Reflection on Life Experience(3)

M.A. Human Development – Online only
Core Classes
HD 500 – Early Childhood Themes and Life Cycle Issues (3)
HD 505 – Cognitive Development (3)
HD 520 – Contemporary Urban Adolescents (3)
HD 561 – Social and Political Contexts of Human Development (3)
HD 572 a/b/c – Seminars in Bicultural Development (3)
HD 541 – Communication for Empowerment (3)
HD 684 – Thesis Development (3)
HD 699 – Thesis/Master’s Project (3)
HD 600 – Working with Children in a Diverse World (3)
HD 611 – Working with Adults (3)

B.A. HD Program Learning Outcomes:

PLO 1: Development: Students comprehend and analyze developmental theories.

PLO 2: Diversity: Students value diversity, demonstrate commitment to social justice, and are able to analyze the dynamics of institutional and individual biases and use of power.

PLO 3: Communication: Students communicate clearly and effectively. They implement and analyze individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others.

PLO 4: Research: Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). Students collect verifiable and reliable data, present their findings, and link their research with existing literature in the field.

PLO 5: Praxis: Students implement a philosophy of education integrating developmental theories guided by observation and critical reflection, and analyze these actions according to results and impact on other persons (ethics, values, principles and empowerment). Students recognize and apply developmentally and culturally appropriate practice with children and adults. Praxis experience may involve activities such as practica, field work, or student teaching.

M.A. HD Program Learning Outcomes:

PLO 1: Development: Students evaluate developmental theories. Students creatively construct their own theories and compare them to existing work.

PLO 2: Diversity: Students value diversity by demonstrating commitment to social justice and are able to evaluate the dynamics of institutional and individual biases and use of power.

PLO 3: Communication: Students communicate clearly and effectively. They implement and evaluate individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others.

PLO 4: Research: Students distinguish between observations and theory

(reality and fantasy, data and inferences/assumptions). Students collect verifiable and reliable data, present their findings, and link their *research* with existing literature in the field. Students pose a burning, researchable question; justify the desire to investigate by placing the question in professional, social, and personal context; address issues of diversity and anti-bias in the field and in their approach; collect information, analyze, and synthesize the findings; and evaluate the implications of their findings.

PLO 5: Praxis: Students implement a philosophy of education reflecting developmental theories guided by observation, and evaluate these actions according to results and impact on other persons (ethics, values, principles and empowerment). Students create developmentally and culturally appropriate practice with children and adults. Praxis experience may involve activities such as practica, fieldwork, or student teaching.

B.A. Program Requirements:

30 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD300 Early Childhood Themes & Life Cycle Issues (3)

HD-DIVERSITY

Complete 4 credits from the following:

HD361 Social & Political Context of Human Development (3)

HD372A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD406 Emergent Curriculum (3)

HD411 Working with Adults (3)

OR

HD416 Leadership in Education (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD341 Communication for Empowerment (3)

HD350 Communication & the Life Cycle (3)

HD351 Conflict Resolution & Mediation (3)

OR

SPED350 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD345 Communication for Empowerment On-Line (1)

HD346 Communication for Empowerment in the Life Cycle (1)

HD347 Communication for Empowerment in Culture (1)

HD-FIELDWORK / OBSERVATION

(A) Fieldwork

Complete 3 credits from the following:

HD371 Working with Bicultural Children (3)

HD391 Implementing Anti-Bias Curriculum (3)

HD400 Working with Children in a Diverse World (3)

or HD405 Developmental Education (3)

(B) Observation

Complete 3 credits from the following:

HD305 Cognitive Development: How Children Learn (3)

HD306 Play in Childhood (3)

HD315 The Art of Observation (3)

HD364 Community as a Center for Development (3)

HD380 Children's Autobiographical Narratives (3)

HD382 Participatory Action Research (3)

HD406 Emergent Curriculum (3)

or HD430 Play, Language & Literacy (3)

OR

Complete the following courses for 3 credits:

ED320 TEP Practicum A (1)

ED321 TEP Practicum B (1)

ED322 TEP Practicum C (1)

HD-ELECTIVES

Complete 11 credits of electives from the HD or MFT departments

B.A. Curriculum Specializations:

Development Education

30 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD300 Early Childhood Themes & Life Cycle Issues (3)

HD-DIVERSITY

Complete 4 credits from the following:

HD361 Social & Political Context of Human Development (3)

HD372A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD406 Emergent Curriculum (3)
HD411 Working with Adults (3)
OR
HD416 Leadership in Education (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD341 Communication for Empowerment (3)
HD350 Communication & the Life Cycle (3)
HD351 Conflict Resolution & Mediation (3)

OR

SPED350 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits.

HD345 Communication for Empowerment On-Line (1)
HD346 Communication for Empowerment in the Life Cycle (1)
HD347 Communication for Empowerment in Culture (1)

HD-DEVELOPMENTAL EDUCATION

Complete both sub requirements:

(A) Basic Requirements

Complete both group requirements

GROUP 1

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

OR

HD402 Working with Families in a Diverse World (3)

GROUP 2

Complete 2 courses from the following:

HD305 Cognitive Development: How Children Learn (3)

HD306 Play in Childhood (3)

HD315 The Art of Observation (3)

HD320 Contemporary Urban Adolescents (3)

HD364 Community as a Center for Development (3)

HD370 Development of Bicultural Children (3)

HD371 Working with Bicultural Children (3)

HD391 Implementing Anti-Bias Curriculum (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD416 Leadership in Education (3)

HD425 Intervention Models in Early Childhood Education (3)

HD441 Team Building for Early Childhood Educators & Parents (3)

(B) Fieldwork

Complete 3 credits from the following:

HD700 Human Development Fieldwork Placeholder (3)

OR

HD450 Reflective Teaching (1-4)

HD-ELECTIVES

Complete 5 credits of electives from the HD or MFT departments

Early Childhood Education

30 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD300 Early Childhood Themes & Life Cycle Issues (3)

HD-DIVERSITY

Complete 4 credits from the following:

HD361 Social & Political Context of Human Development (3)

HD372A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD406 Emergent Curriculum (3)

HD411 Working with Adults (3)

OR

HD416 Leadership in Education (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD341 Communication for Empowerment (3)

HD350 Communication & the Life Cycle (3)

HD351 Conflict Resolution & Mediation (3)

OR

SPED350 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD345 Communication for Empowerment On-Line (1)

HD346 Communication for Empowerment in the Life Cycle (1)

HD347 Communication for Empowerment in Culture (1)

HD-EARLY CHILDHOOD EDUCATION

Complete both sub requirements:

(A) Basic Requirements

Complete both group requirements

GROUP 1

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD405 Developmental Education (3)

OR

HD406 Emergent Curriculum (3)

GROUP 2

Complete 2 courses from the following:

HD305 Cognitive Development: How Children Learn (3)

HD306 Play in Childhood (3)

HD315 The Art of Observation (3)

HD364 Community as a Center for Development (3)

HD370 Development of Bicultural Children (3)

HD371 Working with Bicultural Children (3)

HD390 Developing Anti-Bias Curriculum (3)

HD391 Implementing Anti-Bias Curriculum (3)

HD392 Advanced Studies in Implementing Anti-Bias Curriculum (3)

HD402 Working with Families in a Diverse World (3)

HD423 Developmental Assessment & Program Planning (3)

HD425 Intervention Models in Early Childhood Education (3)

HD430 Play, Language & Literacy Development (3)

HD440 Models & Methods of Family / School Collaborations (3)

HD441 Team Building for Early Childhood Educators & Parents (3)

HD445 Writing Our Stories (3)

(B) Fieldwork

Complete 3 credits from the following:

HD700 Human Development Fieldwork Placeholder (3)

OR

HD450 Reflective Teaching (1-4)

HD-ELECTIVES

Complete 5 credits of electives from the HD or MFT departments

Human Development and Social Change

30 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD300 Early Childhood Themes & Life Cycle Issues (3)

HD-DIVERSITY

Complete 4 credits from the following:

HD361 Social & Political Context of Human Development (3)

HD372A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD406 Emergent Curriculum (3)
HD411 Working with Adults (3)
OR
HD416 Leadership in Education (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD341 Communication for Empowerment (3)
HD350 Communication & the Life Cycle (3)
HD351 Conflict Resolution & Mediation (3)

OR

SPED350 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD345 Communication for Empowerment On-Line (1)
HD346 Communication for Empowerment in the Life Cycle (1)
HD347 Communication for Empowerment in Culture (1)

HD-HUMAN DEVELOPMENT & SOCIAL CHANGE

Complete 3 credits from each group:

GROUP 1

Complete 3 credits from the following:

HD381 Human Development & Social Change (3)

OR

HD383 Dewey, Vygotsky & Freire (3)

GROUP 2 (FIELDWORK)

Complete 3 credits from the following:

HD364 Community as a Context for Development (3)
HD380 Children's Autobiographical Narratives (3)

OR

HD382 Participatory Action Research (3)

GROUP 3

Complete 3 credits from the following:

HD320 Contemporary Urban Adolescents (3)
HD363 Education for Critical Consciousness (3)
HD393 Anti-Bias Curriculum with Adults (3)
HD475 Arts & Social Change (3)

OR

HD477 Community as Classroom (3)

HD-ELECTIVES

Complete 8 credits of electives from the HD or MFT departments

Infant Toddler Care and Development

30 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD300 Early Childhood Themes & Life Cycle Issues (3)

HD-DIVERSITY

Complete 4 credits from the following:

HD361 Social & Political Context of Human Development (3)

HD372A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD400 Working with Children in a Diverse World (3)

HD401 Ecology of Working with Children (3)

HD402 Working with Families in a Diverse World (3)

HD405 Developmental Education (3)

HD406 Emergent Curriculum (3)

HD411 Working with Adults (3)

OR

HD416 Leadership in Education (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD341 Communication for Empowerment (3)

HD350 Communication & the Life Cycle (3)

HD351 Conflict Resolution & Mediation (3)

OR

SPED350 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD345 Communication for Empowerment On-Line (1)

HD346 Communication for Empowerment in the Life Cycle (1)

HD347 Communication for Empowerment in Culture (1)

HD-INFANT / TODDLER CARE & DEVELOPMENT

Complete all 4 sub requirements:

(A) Implementation

Complete 3 credits from the following:

HD391 Implementing Anti-Bias Curriculum (3)

HD400 Working with Children in a Diverse World (3)

HD402 Working with Families in a Diverse World (3)

OR

HD405 Developmental Education (3)

(B) Fieldwork

Complete 3 credits from the following:

HD450 Reflective Teaching (1-4)

(C) Depth Knowledge

Complete 3 credits from the following:

HD303 The Earliest Years (3)

OR

HD422 Authentic Infant / Competent Child (3)

(D) Infant / Toddler Care & Development Electives

Complete 3 credits from the following

HD306 Play in Childhood (3)

HD315 The Art of Observation (3)

HD370 Development of Bicultural Children (3)

HD390 Development of Anti-Bias Curriculum (3)

HD425 Intervention Models Early Childhood Education (3)

HD440 Models & Methods Family / School Collaboration (3)

OR

HD441 Team Building for Early Childhood Educators & Parents (3)

HD-ELECTIVES

Complete 5 credits of electives from the HD or MFT departments

M.A. Program Requirements:

31 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (1)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-FIELDWORK

Complete 3 credits from the following:

HD700 Human Development Fieldwork Placeholder (3)

HD-ELECTIVES

Complete 8 credits of electives from the HD or MFT departments with a minimum course level of 500

M.A. Curriculum Specializations:

Developmental Education

32 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (1)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-DEVELOPMENTAL EDUCATION

Complete both sub requirements:

(A) Basic Requirements

Complete both group requirements

GROUP 1

Complete 3 credits from the following:

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

OR

HD605 Developmental Education (3)

GROUP 2

Complete 2 courses from the following:

HD505 Cognitive Development (3)

HD506 Play in Childhood (3)

HD515 The Art of Observation (3)

HD520 Contemporary Urban Adolescents (3)

HD564 Community as a Context for Development (3)

HD570 Development of Bicultural Children (3)

HD571 Working with Bicultural Children (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

HD625 Intervention Models in Early Childhood Education (3)

HD641 Team Building for Early Childhood Educators & Parents (3)

(B) Fieldwork

Complete 3 credits from the following:

HD700 Human Development Fieldwork Placeholder (3)

OR

HD650 Reflective Teaching (3)

Early Childhood Education

32 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-EARLY CHILDHOOD EDUCATION

Complete both sub requirements:

(A) Basic Requirements

Complete both group requirements

GROUP 1

Complete 3 credits from the following:

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD605 Developmental Education (3)

OR

HD606 Emergent Curriculum (3)

GROUP 2

Complete 2 courses from the following:

HD505 Cognitive Development (3)

HD506 Play in Childhood (3)

HD515 The Art of Observation (3)

HD564 Community as a Context for Development (3)

HD570 Development of Bicultural Children (3)

HD571 Working with Bicultural Children (3)

HD590 Developing Anti-Bias Curriculum (3)

HD591 Implementing Anti-Bias Curriculum (3)

HD592 Advanced Studies in Implementing Anti-Bias Curriculum (3)

HD602 Working with Families in a Diverse World (3)

HD611 Working with Adults (3)

HD623 Developmental Assessment & Program Planning (3)

HD625 Intervention Models in Early Childhood Education (3)

HD630 Play, Language & Literacy Development (3)

HD640 Models & Methods of Family / School Collaboration (3)

HD641 Team Building for Early Childhood Educators & Parents (3)

HD645 Writing Our Stories (3)

HD660 Foundations in Art Education (3)

(B) Fieldwork

Complete 3 credits from the following:

HD700 Human Development Fieldwork Placeholder (3)

OR

HD650 Reflective Teaching (3)

Human Development and Social Change

31 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-HUMAN DEVELOPMENT & SOCIAL CHANGE

Complete 3 credits from each group:

GROUP 1

Complete 3 credits from the following:

HD581 Human Development & Social Change (3)

OR

HD583 Dewey, Vygotsky & Freire (3)

GROUP 2 (FIELDWORK)

Complete 3 credits from the following:

HD564 Community as a Context for Development (3)

HD580 Children's Autobiographical Narratives (3)

OR

HD582 Participatory Action Research (3)

GROUP 3

Complete 3 credits from the following:

HD520 Contemporary Urban Adolescents (3)

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

HD563 Education for Critical Consciousness (3)

HD593 Anti-Bias Curriculum with Adults (3)

HD675 Arts & Social Change (3)

OR

HD677 Community as Classroom (3)

HD-ELECTIVES

Complete 2 credits of electives from the HD or MFT departments with a minimum course level of 500

Infant Toddler Care and Development

32 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)
AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3credits)

HD-INFANT / TODDLER CARE & DEVELOPMENT

Complete all 4 sub requirements:

(A) Implementation

Complete 3 credits from the following:

HD591 Implementing Anti-Bias Curriculum (3)

HD600 Working with Children in a Diverse World (3)

HD602 Working with Families in a Diverse World (3)

OR

HD605 Developmental Education (3)

(B) Fieldwork

Complete 3 credits from the following:

HD650 Reflective Teaching (3)

(C) Depth Knowledge

Complete 3 credits from the following:

HD503 The Earliest Years (3)

OR

HD622 Authentic Infant / Competent Child (3)

(D) Infant / Toddler Care & Development Electives

Complete 3 credits from the following

HD506 Play in Childhood (3)

HD515 The Art of Observation (3)

HD570 Development of Bicultural Children (3)

HD590 Development of Anti-Bias Curriculum (3)

HD625 Intervention Models Early Childhood Education (3)

HD640 Models & Methods Family / School Collaboration (3)

OR

HD641 Team Building for Early Childhood Educators & Parents (3)

Leadership in Education (Administration and Supervision sub-specialization)

31 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-LEADERSHIP IN EDUCATION: ADMINISTRATION / SUPERVISION

Complete all 3 sub requirements:

(A)Basic Requirements

Complete 3 credits from the following:

HD602 Working with Families in a Diverse World (3)

HD611 Working with Adults (3)

OR

HD616 Leadership in Education (3)

(B) Extended Competency

Complete 1 group for 3 credits:

GROUP 1

Complete 3 credits from the following:

HD501 Advanced Studies in Human Development (3)

HD515 The Art of Observation (3)

HD551 Conflict Resolution & Mediation (3)

HD562 Advanced Studies in Diversity (3)

HD564 Community as Context for Development (3)

HD572 Seminars in Bicultural Development & Education (3)

HD581 Human Development & Social Change (3)

HD582 Participatory Action Research (3)

HD583 Dewey, Vygotsky & Freire (3)

HD591 Implementing Anti-Bias Curriculum (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD625 Intervention Models in Early Childhood Education (3)

HD640 Models & Methods of Family / School Collaboration (3)

HD641 Team Building Early Child Educators & Parents (3)

OR

HD646 Women in Administration (3)

OR

GROUP 2

Complete all the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (1)

OR

GROUP 3

Complete all the following courses for 3 credits:

HD566 Issues of Language & Culture Bicultural (1)

HD567 Issues of Language & Cultural Language & Cultural (1)

HD568 Issues of Language & Cultural Teaching Bicultural (1)

(C) Fieldwork

Complete 3 credits from the following:
HD663 Leadership Fieldwork & Observation (3)

HD-ELECTIVES

Complete 2 credits of electives from the HD or MFT departments with a minimum course level of 500

Leadership Education (College Teaching/Teaching Adults sub-specialization)

31 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:
HD500 Early Childhood Themes & Life Cycle Issues (3)
OR
HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:
HD561 Social & Political Context of Human Development (3)
OR
HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)
AND
Complete 1 credit from the following:
HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:
HD571 Working with Bicultural Children (3)
HD600 Working with Children in a Diverse World (3)
HD601 Ecology of Working with Children (3)
HD602 Working with Families in a Diverse World (3)
HD605 Developmental Education (3)
HD606 Emergent Curriculum (3)
HD611 Working with Adults (3)
HD616 Leadership in Education (3)
OR
MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:
HD541 Communication for Empowerment (3)
HD542 Communication Skills & Individual Dynamics (3)
HD550 Communication & the Life Cycle (3)
HD551 Conflict Resolution & Mediation (3)
MFT505 Communication & Counseling Skills (3)
OR
SPED550 Collaboration & Consultation for Special Educators (3)
OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-LEADERSHIP IN EDUCATION: COLLEGE TEACHING / TEACHING ADULTS

Complete all 3 sub requirements:

(A) Basic Requirements

Complete 3 credits from the following:

HD602 Working with Families in a Diverse World (3)

HD611 Working with Adults (3)

OR

HD616 Leadership in Education (3)

(B) Extended Competency

Complete 1 group for 3 credits:

GROUP 1

Complete 3 credits from the following:

HD501 Advanced Studies in Human Development (3)

HD515 The Art of Observation (3)

HD551 Conflict Resolution & Mediation (3)

HD562 Advanced Studies in Diversity (3)

HD564 Community as Context for Development (3)

HD572 Seminars in Bicultural Development & Education (3)

HD581 Human Development & Social Change (3)

HD582 Participatory Action Research (3)

HD583 Dewey, Vygotsky & Freire (3)

HD591 Implementing Anti-Bias Curriculum (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD625 Intervention Models in Early Childhood Education (3)

HD640 Models & Methods of Family / School Collaboration (3)

HD641 Team Building Early Child Educators & Parents (3)

OR

HD646 Women in Administration (3)

OR

GROUP 2

Complete all the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (1)

OR

GROUP 3

Complete all the following courses for 3 credits:

HD566 Issues of Language & Culture Bicultural (1)

HD567 Issues of Language & Cultural Language & Cultural (1)

HD568 Issues of Language & Cultural Teaching Bicultural (1)

(C) Fieldwork

Complete 3 credits from the following:

HD663 Leadership Fieldwork & Observation (3)

HD-ELECTIVES

Complete 2 credits of electives from the HD or MFT departments with a minimum course level of 500

Leadership in Education (Parent/Community sub-specialization)

31 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)
HD600 Working with Children in a Diverse World (3)
HD601 Ecology of Working with Children (3)
HD602 Working with Families in a Diverse World (3)
HD605 Developmental Education (3)
HD606 Emergent Curriculum (3)
HD611 Working with Adults (3)
HD616 Leadership in Education (3)
OR
MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)
HD542 Communication Skills & Individual Dynamics (3)
HD550 Communication & the Life Cycle (3)
HD551 Conflict Resolution & Mediation (3)
MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)
HD546 Communication for Empowerment in the Life Cycle (1)
HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-LEADERSHIP IN EDUCATION: PARENT / COMMUNITY

Complete all 3 sub requirements:

(A) Basic Requirements

Complete 3 credits from the following:

HD602 Working with Families in a Diverse World (3)

HD611 Working with Adults (3)

OR

HD616 Leadership in Education (3)

(B) Extended Competency

Complete 1 group for 3 credits:

GROUP 1

Complete 3 credits from the following:

HD501 Advanced Studies in Human Development (3)

HD515 The Art of Observation (3)

HD551 Conflict Resolution & Mediation (3)

HD562 Advanced Studies in Diversity (3)

HD564 Community as Context for Development (3)

HD572 Seminars in Bicultural Development & Education (3)

HD581 Human Development & Social Change (3)

HD582 Participatory Action Research (3)

HD583 Dewey, Vygotsky & Freire (3)

HD591 Implementing Anti-Bias Curriculum (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD625 Intervention Models in Early Childhood Education (3)

HD640 Models & Methods of Family / School Collaboration (3)

HD641 Team Building Early Child Educators & Parents (3)

OR

HD646 Women in Administration (3)

OR

GROUP 2

Complete all the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (1)

OR

GROUP 3

Complete all the following courses for 3 credits:

HD566 Issues of Language & Culture Bicultural (1)

HD567 Issues of Language & Cultural Language & Cultural (1)

HD568 Issues of Language & Cultural Teaching Bicultural (1)

(C) Fieldwork

Complete 3 credits from the following:

HD663 Leadership Fieldwork & Observation (3)

HD-ELECTIVES

Complete 2 credits of electives from the HD or MFT departments with a minimum course level of 500

Social and Human Services

32 Institutional Credits Required

HD-DEVELOPMENT

Complete 3 credits from the following:

HD500 Early Childhood Themes & Life Cycle Issues (3)

OR

HD501 Advanced Studies in Human Development (3)

HD-DIVERSITY

Complete 3 credits from the following:

HD561 Social & Political Context of Human Development (3)

OR

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

AND

Complete 1 credit from the following:

HD572A Seminar in Bicultural Development: Biculturalism (1)

HD-PRAXIS

Complete 3 credits from the following:

HD571 Working with Bicultural Children (3)

HD600 Working with Children in a Diverse World (3)

HD601 Ecology of Working with Children (3)

HD602 Working with Families in a Diverse World (3)

HD605 Developmental Education (3)

HD606 Emergent Curriculum (3)

HD611 Working with Adults (3)

HD616 Leadership in Education (3)

OR

MFT595 Therapy with Children (3)

HD-COMMUNICATION

Complete 3 credits from the following:

HD541 Communication for Empowerment (3)

HD542 Communication Skills & Individual Dynamics (3)

HD550 Communication & the Life Cycle (3)

HD551 Conflict Resolution & Mediation (3)

MFT505 Communication & Counseling Skills (3)

OR

SPED550 Collaboration & Consultation for Special Educators (3)

OR

Complete the following courses for 3 credits:

HD545 Communication for Empowerment On-Line (1)

HD546 Communication for Empowerment in the Life Cycle (1)

HD547 Communication for Empowerment in Culture (3)

HD-THESIS RESEARCH

Complete both sub requirements:

Thesis Research

Complete 3 credits from the following:

HD684 Thesis Development (3)

OR

HD685 Thesis Development A (1)

HD686 Thesis Development B (1)

HD687 Thesis Development C (1)

Thesis

Complete 4 credits from the following:

HD699 Thesis Master Project (4) (course bills as 3 credits)

HD-SOCIAL & HUMAN SERVICES

(A) Basic Requirements

Complete all 3 sub requirements:

GROUP 1

Complete 3 credits from the following:

HD602 Working with Families in a Diverse World (3)

GROUP 2

Complete 3 credits from the following:

HD515 The Art of Observation (3)

HD520 Contemporary Urban Adolescents (3)

HD551 Conflict Resolution & Mediation (3)

HD564 Community as Context for Development (3)

HD601 Ecology of Working with Children (3)

HD625 Intervention Models in Early Childhood Education (3)

MFT542 Alcoholism & Chemical Dependency (3)

MFT560 Psychopathology Childhood & Adolescence (3)

OR

MFT561 Child Abuse Assessment & Reporting (3)

GROUP 3

Complete 3 credits from the following:

HD562 Advanced Studies in Diversity & Anti-Bias Issues (3)

HD570 Development of Bicultural Children (3)

HD571 Working with Bicultural Children (3)

HD572 Seminars in Bicultural Development & Education (3)

OR

MFT650 Cross Cultural Mores & Values (3)

(B) Clinical Field Experience

Complete 3 credits from the following:

HD658 Parent / Community Fieldwork (3)

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

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

The MFT department's emphasis on intrapersonal, interpersonal, family and institutional issues provides a holistic approach to understanding the theory and practice of marriage, family and child therapy. The program at Pacific Oaks respects the unique learning styles of the individual and practices a relational model of learning that is dynamic, engaging, respectful and transformational.

Faculty and students are partners in the learning community. Students are expected and mentored towards critically examining their own attitudes, beliefs and values to become clinically skilled and culturally competent therapists.

Admission: As part of the admission process, an admission interview will be scheduled with MFT faculty. Students are provisionally admitted to the program with a review for full admission following the completion of 18 credits.

Program Requirements

Prior to registering for classes each semester, students are required to meet with their advisor to identify the appropriate classes to take, to receive information regarding changes in the California State Board of Behavioral Sciences requirements, and to review their progress. The MFT program includes the following components:

- Diversity
- Development
- Communication
- Research
- Praxis

In addition, the MFT Department adheres to two other competencies specific to the needs of the mental health profession, as defined by the

laws and regulations of the State of California and as circumscribed by the professional standards of the mental health profession:

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

Upon provisional admission to the MFT program, each MFT student will be given the Pacific Oaks College MFT Student Handbook. Each student in the program is required to adhere to these academic and professional standards as detailed in the handbook and in the First Year Progress Review section present catalog in order to maintain standing in the program as detailed in the handbook.

Upon receipt of the handbook, the student will sign a form that they have received the handbook, have reviewed it, and agree to the terms of the handbook as a Pacific Oaks College MFT student. Each student is directed to discuss any and all of these required standards with their academic advisor if they have any questions.

According to the above parameters, the MFT program course work addresses the above 7 competencies as follows:

Diversity: 6 credits

MFT500 The Interface of Society and Human Development (3)

MFT650 Cross Cultural Mores and Values (3)

Development: 6 credits

MFT510 Personality Theories and Related Psychological Testing (3)

MFT530 Clinical Theories of Child Development (3)

Communication: 5 credits

MFT505 Communication and Counseling Skills (3)

MFT642 Group Therapy (2)

or MFT 622 Couples Therapy (2)

Praxis: 7 credits

MFT531 Domestic Violence (1)

MFT561 Child Abuse Assessment and Reporting (1)

MFT585 Clinical Skills in Family Therapy (3)

MFT595 Therapy with Children (3)

Research: 3 credits

MFT567 Research methods and Critical Analysis (3)

Clinical: 10 credits

MFT520 Theories of MFT (3)

MFT542 Substance Abuse, the Individual and Family Dynamics (2)

MFT632 Psychopharmacology (2)

MFT550 Psychopathology of Adulthood (3)

or MFT560 Psychopathology of the Child and Adolescence (3)

Professional: 11 credits

MFT552 Professional Ethics and the Law (2)

MFT651 Practicum A (2)

MFT663 Practicum B (2)

MFT672 Practicum C (2)

MFT684 Practicum D (0)

MFT630 Clinical Portfolio: MFT Theory & Practice (3)

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

MFT500 The Interface of Society, the Individual & Human Development (3)

MFT 505 Communication and Counseling Skills (3)

MFT 510 Personality Theories (3)

MFT 520 Theories of MFT (3)

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

MFT Self-Paced

50 Institutional Credits Required

MFT500 Interface Society & Development (3)

MFT505 Communication & Counseling Skills (3)

MFT510 Personality Theories (3)

MFT520 Theories of Marriage and Family Therapy (3)

MFT530 Clinical Theories of Child Development (3)

MFT531 Domestic Violence (1)

MFT542 Substance Abuse, the Individual and Family Dynamics (2)

MFT550 Psychopathology of Adult (3)

or MFT560 Psychopathology of Child/Adolescence (3)

MFT551 Human Sexuality (1)

MFT552 Professional Ethics and the Law (2)

MFT561 Child Abuse Assessment (1)

MFT568 Research methods and Critical Analysis (3)

MFT585 Clinical Skills in Family Therapy (3)

MFT595 Therapy with Children (3)

MFT622 Couples Therapy (2)

or MFT642 Group Therapy (2)

MFT632 Psychopharmacology (2)

MFT650 Cross Cultural Mores and Values (3)

MFT651 MFT Practicum A (2)

MFT663 MFT Practicum B (2)
MFT672 MFT Practicum C (2)
MFT630 Clinical Portfolio: MFT Theory & Practice (3)

First Year Progress Review

After completing 18 credits and the above required courses, each student will obtain recommendations evaluations for full admission from two MFT faculty members, one of whom must be an MFT core faculty.

The student will also complete a self-evaluation on the same criteria. After the recommendations evaluations have been submitted, the student will meet with her/ his advisor to review overall performance in the program. After successful completion of this process, the student will be fully admitted. All students must also have completed all college admissions requirements to be fully admitted to the program. Note: Students admitted to the M.A. in Marital and Family Therapy program through the ABLE option cannot enroll in clinical courses until the successful completion of the Assessment course. The M.A. in Marital and Family Therapy is a clinical degree. In addition to academic performance, students are expected to demonstrate competencies in the following areas for consideration for full admission status:

Academic Progress

- The student has demonstrated graduate level mastery in her/his course work.
- The student has been consistent in engaging in the classroom discourse and collaborating as a team member.
- The student has come prepared for the class.
- The student demonstrates understanding of MFT theories and their application.
- The student has completed all of her/his assignments as required for the course, in a timely manner.
- The student has contributed to the learning environment of the class.

Professional Behavior

- The student has consistently demonstrated his/her capacity to behave responsibly and professionally in their student roles, and in relation to their learning community.
- The student has demonstrated sound professional judgment.
- The student has demonstrated the capacity for being on time and meeting deadlines.
- The student is respectful of the learning community and the ground rules.

- The student has demonstrated the capacity as a collaborator.
- The student is one who honors her/his word.
- The student is one who is capable of responsible communication and openness to feedback.

Clinical Readiness

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

Culture and Diversity

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

- The student demonstrates a willingness to explore issues of diversity in relation to their own life experience.
- The student actively pursues knowledge and experience that enhances their capacity for cultural competency.
- The student is open to diverse ways of learning.
- The student's respect for cultural diversity is manifested in her/his writings, discussions, and behavior, including the following characteristics:
 1. Capacity for insight, reflection
 2. Ability to listen effectively and empathically
 3. Openness to feedback, new ideas and situations
 4. Commitment to self-growth
 5. Professional behavior in the classroom

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

The Master of Arts in Marital and Family Therapy satisfies all of the requirements of the Board of Behavioral Sciences (BBS) (Business and Professions Code Sections 4980.37, 4980.39, 4980.40, and 4980.41.) These include:

Pacific Oaks course work totaling 50 credits including;

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

Program Learning Outcomes

The Program Learning Outcomes for the MFT program at Pacific Oaks College are based upon the mandated competency requirements for the licensure as a Marriage and Family Therapist in the State of California. These 9 competencies are evaluated at a rudimentary level at the admissions interview, after 18 credits of course work in the Full Admission Review process, and comprehensively in the clinical training process at the end of the program through the practicum placement.

1. Clinical Evaluation Skills
2. Crisis Management Skills
3. Theoretical Models and Treatment Plan
4. Clinical Treatment Intervention Skills
5. Human Diversity Competency
6. Law and Ethics Competency
7. Personal Maturity and Interpersonal Skills
8. Professionalism
9. Use of Supervision/Teachers/Mentors

Clinical Training Program

The MFT Department is committed to providing an optimal clinical training experience for our graduate students. One of our main objectives is the careful selection of community agencies whose clinical training programs meet the pedagogical goals and standards of Pacific Oaks College.

The students of both the Latina/Latino Family Studies and the African American Family Studies programs are expected to complete their practicum experience in one of the approved agencies focusing on the mental health needs of their respective communities Latina/Latino community.

During the degree program, the MFT Department, under the mandate and guidelines of the Board of Behavioral Sciences of the State of California, monitors all clinical training experience completed by the students. The hours of supervised clinical work completed at an agency approved by the MFT Department count toward the 3,000 clinical hours that are required by the State of California for the state licensing exams in Marriage and Family Therapy.

Practicum

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

- MFT651 Practicum A (2)
- MFT663 Practicum B (2)
- MFT672 Practicum C (2)

Students may choose to start their Practicum when they have met all eligibility requirements noted below

Eligibility requirements to start Practicum:

1. Completion of 18 credits, plus the following 3 courses before taking Practicum classes:
 1. MFT530 Clinical Theories of Child Development (3)
 2. MFT550 Psychopathology of Adulthood (3)
or FT560 Psychopathology of the Child/Adolescent (3)
 3. MFT552 Professional Ethics and the Law (2)
2. Completion of 20 hours of individual personal therapy with a licensed mental health professional. These hours have to have been completed

after the student has started the masters program and prior to their beginning their clinical training at their agency site.

3. Complete the Clinical Training Orientation that is scheduled in the fall semester.
4. Full admission into the MFT Department.
5. Completion of the Clinical Training Orientation.
Students are required to follow all steps toward clinical placement as per the Orientation and the department's clinical training guidelines. The goals of the Clinical Training Orientation are as listed:
 - a. To acquaint students with the clinical training regulations of the California Board of Behavioral Sciences (BBS) and of Pacific Oaks College.
 - b. To acquaint students with the various clinical placements approved by the MFT Department.
 - c. To support students through the process of interviewing with various agencies.
 - d. To explore issues of professional roles, tasks and behaviors regarding the MFT Trainee experience.
 - e. To assess the student's readiness for Clinical Training.
6. Consent of the student's Academic Advisor.
7. Submission to the Clinical Training Program of a completed and signed contract with an approved agency (4-Way Agreement of Clinical Placement).
8. Completion of all prior course work.

Requirements for completion of Practicum

1. Satisfactory completion of all the clinical training requirements as a Marriage and Family Therapist (MFT) Trainee, conforming to all BBS regulations and under the supervision of a licensed and trained mental health practitioner in the clinical training program of a mental health community agency approved by the MFT Department.
2. The minimum required time for the clinical placement is 12 hours a week for 12 consecutive months. During this period, the student is required to complete a minimum of 150 hours of face-to-face client contact hours.
3. Concurrent attendance in, and completion of the courses MFT651 Practicum A, MFT663 Practicum B, and MFT672 Practicum C.

4. Satisfactory evaluations from the clinical supervisor at the clinical placement at the end of each semester or when course requirements are completed. These evaluations are an integral part of the overall evaluation and credit that the student will receive for all 3 Practicum courses: MFT651, MFT663, and MFT672.

5. Satisfaction of all clinical and professional expectations of the approved community agency in the provision of the agreed upon mental health services.

Therapy for students

Students are required to be in personal psychotherapy for a total of 20 hours to qualify for clinical training. The completion of 36 hours of personal therapy while in the graduate program, are a requirement for all students to graduate in the MFT program completing the MFT degree. Students must have completed the first 20 hours of personal psychotherapy prior to the start of their clinical training thereafter, students are expected to complete the remaining 16 hours during their 12 months of their clinical training placement. To facilitate this process, the MFT department has a referral list of psychotherapists interested in working with our students at a lower fee. These therapists are from throughout the greater Los Angeles area.

MFT students are advised to contact their advisor or the clinical coordinator for referral. The MFT Department has no responsibility over the quality of clinical services that students may receive by the mental health practitioners on the department's referral list. Students are strongly advised to use their own judgment when contracting to receive psychotherapy with a licensed practitioner, whether selected from the referral list, or selected directly by the student from the community at large.

Intern Registration

Upon completion of the M.A. degree in Marital and Family Therapy, students apply to the Board of Behavioral Sciences for an Intern Registration Number.

As part of the application process, all applicants must submit their fingerprints to the BBS for a background check. The Intern registration packet can be obtained by accessing the Internet website of the Board of Behavioral Sciences at <http://www.bbs.ca.gov> and then clicking on Forms and Publications. There are periodic changes in the BBS regulations. Students are required to stay up-to date with all BBS regulations and

changes by frequently logging onto the website and accessing all necessary information.

African American Family Studies Specialization

The Marriage and Family Therapy with a program concentration in African American Family Studies (MFT/AAFS) at Pacific Oaks College is designed to lead graduates to eventual employment as marriage and family therapists in settings that focus on family based and community oriented interventions. Therefore, in addition to the common core curricular experiences in Marital and Family Therapy, all students are required to demonstrate knowledge and skills in areas specific to MFT/AAFS through graduate courses and specialized clinical/supervisory experiences. The curriculum for the program builds the knowledge base and skills necessary for practitioners to provide high-quality, effective therapy. It prepares students to use an active, culturally relevant approach to therapy and utilizes an historical lens in the learning style that will help individuals, couples, and families of African descent build on their strengths, improve their relationships, and generate solutions to relational problems. The program process is based on an open cohort system which will meet for weekend intensives and one evening class per week each semester. It requires the completion of 56 credits, including a clinical training component in a practicum placement relevant to the African American community.

The MFT/AAFS program at Pacific Oaks College reflects a spirit of encouragement, cooperation, and collegiality, nurturing the best in each student. The field of Marriage and Family Therapy flourishes as a result of the synergism among theory, research, and practice. The program will attract candidates who clearly demonstrate potential for graduate study, and whose personal qualities will contribute to their success to become skilled clinicians interested in moving the profession forward through their clinical work, research, and professional involvement. The program is generally designed to take students three years to complete.

African American Family Studies

56 Unit Curriculum List

- MFT500 Interface Society and Development (3)
- MFT505 Communication and Counseling Skills (3)
- MFT510 Personality Theories (3)
- MFT520 Theories of Marriage and Family Therapy (3)
- MFT530 Clinical Theories of Child Development (3)
- MFT531 Domestic Violence (1)
- MFT542 Substance Abuse, the Individual and Family Dynamics (2)
- MFT550 Psychopathology of Adult (3)
or MFT560 Psychopathology of Child/Adolescence (3)

MFT552 Professional Ethics and the Law (2)
MFT567 Research methods and Critical Analysis (3)
MFT585 Clinical Skills in Family Therapy (3)
MFT595 Therapy with Children (3)
MFT642 Group Therapy (2)
MFT632 Psychopharmacology (2)
MFT651 MFT Practicum A (2)
MFT663 MFT Practicum B (2)
MFT672 MFT Practicum C (2)
MFT630 Clinical Portfolio: MFT Theory & Practice (3)

Specialization Courses:

MFT516 The African American Family & Child (3)
MFT517 African American Psychology (3)
MFT518 Advocacy in the African American Community (2)
MFT519 African American History & Culture (3)

- A minimum of 7 contact hours of training through an approved BS Continuing Education provider in child abuse assessment and reporting.
- A minimum of 10 contact hours of training through an approved BBS Continuing Education provider in human sexuality.

Latina/Latino Family Studies Specialization

The Latina/Latino Family Studies Specialization (LFS) in the MFT program is a comprehensive M.A. in MFT degree program with a special educational emphasis on the diverse mental health needs of Latina/Latino children and families.

It is designed as a cohort model based on the comadre-compradre extended family system of the Latina/Latino culture. The Latina Family Studies Specialization is a culture centered cohort including a model of collective-relational learning and teaching. This degree program recognizes the importance of the lived experience and critical thinking skills and the clinical information is presented within the context of Latina/Latino history and culture. The theoretical foundation for this specialization is one of Liberation Psychology. The program seeks to attract students who are passionate about studying MFT theory and practice infused with understanding immigration, acculturation, advocacy and Latina/Latino mental health issues, and serving as Marriage and Family Therapists in the Latina/Latino community.

The Latina/Latino Family Studies MFT faculty work closely with students to create an academic community that fosters relational and experiential learning in a supportive, humanistic, and intellectually challenging environment.

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

Classes are scheduled on 6 weekends per semester, Fridays, Saturdays and Sundays and are structured in an intensive cohort model. The program requires a completion of 56 semester credits, clinical training in selected agencies that work in collaboration with LFS, a proficiency in bilingual Spanish/English communication skills, and a master's thesis focusing on issues of Latina/Latino mental health. The LFS program meets the academic requirements of the California Board of Behavioral Sciences for the MFT license.

The core curriculum for LFS-MFT classes is presented within the context of the Latina/Latino culture and in relation to the experiences of Latina/Latino children and families. The 56 credits required are an integration of MFT courses and the LFS specialization courses which are sequenced for the LFS specialization.

Latina/Latino Family Studies

56 Credit Curriculum List

- MFT500 Interface Society & Development (3)
- MFT505 Communication & Counseling Skills (3)
- MFT510 Personality Theories (3)
- MFT520 Theories of Marriage and Family Therapy (3)
- MFT530 Clinical Theories of Child Development (3)
- MFT531 Domestic Violence (1)
- MFT542 Substance Abuse, the Individual and Family Dynamics (2)
- MFT550 Psychopathology of Adult (3)
 - or MFT560 Psychopathology of Child/Adolescence (3)
- MFT552 Professional Ethics and the Law (2)
- MFT567 Research methods and Critical Analysis (3)
- MFT585 Clinical Skills in Family Therapy (3)
- MFT595 Therapy with Children (3)
- MFT632 Psychopharmacology (2)
- MFT642 Group Therapy (2)
- MFT651 MFT Practicum A (2)
- MFT663 MFT Practicum B (2)
- MFT672 MFT Practicum C (2)
- MFT630 Clinical Portfolio: MFT Theory & Practice (3)

Specialization courses:

- MFT504 Latina/Latino History and Culture (3)
- MFT524 Latina/Latino Family Systems (3)

MFT554 Latina/Latino Psychology (3)

MFT534 Historical Trauma (2)

- A minimum of 7 contact hours of training through an approved BBS Continuing Education provider in child abuse assessment and Reporting.
- A minimum of 10 contact hours of training through an approved BBS Continuing Education provider in human sexuality.

MFT Continuing Education

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

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

Teacher Education Programs

The Preliminary Multiple Subject English Learner Teaching Credential (MSEL/2042) is the first level of a two-level credential. Candidates complete the second level through an Induction program in their district of employment. The Preliminary credential qualifies candidates to teach K-12 multiple subjects in self-contained classrooms. Pacific Oaks also offers Level I and Level II Education Specialist Credentials, which qualify candidates to teach students with mild to moderate disabilities in K-12 settings and adults through twenty two. Students enroll in the Level II Education Specialist Credential program when they are employed with a Level I Credential.

A student may enroll in the Teacher Education Program as a B.A. or M.A. degree student, as a B.A. equivalent student admitted through the CLE option, or as a post-B.A. student enrolled only in the credential program

The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children. We believe:

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

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

Program Level Outcomes

(Based on California Standards for the Teaching Profession (CSTP's, 2009))

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

- PLO 1: Engage and Support All Classroom Students in Learning**
- PLO 2: Create and Maintain Effective Environments for Student Learning**
- PLO 3: Understand and Organize Subject Matter for Student Learning**
- PLO 4: Plan Instruction and Design Learning Experiences for All Students**
- PLO 5: Assess Students for Learning**
- PLO 6: Self-Develop as a Professional Educator**

Credential Requirements

Non-course Requirements for all Credential Programs:

- California Basic Educational Skills Test (CBEST) – ***required to be fully admitted to Teacher Education Program***
- Earned B.A. degree or higher from an accredited institution
- Certificate of Clearance (fingerprints)
- U.S. constitution Competency
- CBEST passed
- California Subject Examinations for Teachers (CSET) passed - ***required for Directed Teaching*** (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)

- Reading Instruction Competency Assessment (RICA) passed
- Level I Technology
- ***Students earning a MSEL/2042 credential and who are admitted after 7/1/08 are required to complete and pass four Teaching Performance Assessment (TPA) tasks over the course of the program.**

Multiple Subject English Learner Teaching Credential

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

Note: Students are required to complete the Induction program within 5 years at their school district.

Teacher Ed Coursework:

- ED300/500 Introduction to the Teacher Education Program (1)
- ED310/510 Introduction to Public Schooling (2)
- ED330/530 Language and Literacy in a Diverse Classroom (3)
- ED331/531 English Learner Methodologies in a Diverse Classroom (3)
- ED340/540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
- ED341/541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
- ED360/560 Integrated Thematic Instruction: Social Studies, Science, and the Arts (3)
- ED370/570 Healthy Children and Classroom Communities (2)
- SPED330/530 The Child with Special Needs (3)
- SPED350/550 Collaboration and Communication Skills (3)

Fieldwork:

Note: Students are required to complete all TEP fieldwork in sites approved by the department

- ED320/520 TEP Practicum A (includes 25 hours of fieldwork) (1)
- ED321/521 TEP Practicum B (includes 25 hours of fieldwork) (1)
- ED322/522 TEP Practicum C (includes 25 hours of fieldwork) (1)
- ED390/590 MSEL Directed Teaching Placement and Seminar (6)

Human Development Core Courses:

- HD300/500 Early Childhood Themes and Lifecycle Issues (3)
- HD361/561 Social and Political Contexts of Human Development (3)
- HD400/600 Working with Children in a Diverse World (3)

Education Specialist Credential (Mild/Moderate)

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

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

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

Teacher Ed Coursework:

- ED300/500 Introduction to the Teacher Education Program (1)
- ED310/510 Introduction to Public Schooling (2)
- ED330/530 Language and Literacy in a Diverse Classroom (3)
- ED331/531 English Learner Methodologies in a Diverse Classroom (3)
- ED340/540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
- ED341/541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
- SPED330/530 The Child with Special Needs (3)
- SPED340/540 Behavior Intervention and Program Planning for Students with Special Needs (3)
- SPED350/550 Collaboration and Communication Skills for Special Educators (3)
- SPED360/560 Instructing and Assessing Students with Mild to Moderate Disabilities (4)

Fieldwork:

Note: Students are required to complete all TEP fieldwork in sites approved by the department

- ED320/520 TEP Practicum A (includes 25 hours of fieldwork (1)
- ED321/521 TEP Practicum B (includes 25 hours of fieldwork (1)
- ED322/522 TEP Practicum C (includes 25 hours of fieldwork (1)
- ED390/590 MSEL Directed Teaching Placement and Seminar (6)

Human Development Core Courses:

- HD300/500 Early Childhood Themes and Lifecycle Issues (3)
- HD361/561 Social and Political Contexts of Human Development (3)
- HD400/600 Working with Children in a Diverse World (3)

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

Prerequisites:

- Possession of a Level I Education Specialist Credential (Mild/Moderate)

- Verification of full-time employment in a public or non-public school teaching students with mild/moderate disabilities for two years

Coursework: (17 Credits)

- SPED600 Induction Seminar A: Developing an Induction Plan (2)
- SPED610 Issues in Special Education (3)
- SPED620 Special Education Law (3)
- SPED630 Advanced Strategies for Teaching Students with Mild/Moderate Disabilities (4)
- SPED640 Assistive Technology and Transition (3)
- SPED650 Induction Seminar B (2 credits)

Additional Requirements Prior to Recommendation for Level II Credential:

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

TEP Ethnography Thesis Project

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

- ED697 Introduction to Ethnographic Research in Education (2)
- ED698 Working with Diverse Schools and Communities (2)
- ED699 Pedagogical, Social, and Cultural Implications (2)

Post Graduate Certificate

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

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Course Descriptions

EDUCATION

ED300

1 credit

Introduction to the Teacher Education Program

This seminar provides an overview of the Teacher Education program and the requirements for earning a Preliminary Multiple Subject English Learner Credential (MSEL/2042) and Education Specialist, Mild/Moderate Level I Credential. Students will learn about the guiding principles and constructivist framework of the program. Students will be introduced to the Teaching Performance Expectations (TPE's) as an accountability tool. In addition, they will become familiarized with the assessment process in the program, which includes the Teaching Performance Assessment (TPA's) and the Portfolio Assessment System.

ED310

2 credits

Introduction to Public Schooling

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

ED320

1 credit

TEP Practicum A: Focus on the Classroom

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the first of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development BA.

ED321**1 credit****TEP Practicum B: Focus on Learners**

In this class, multiple subject and special education candidates focus collaboratively on the learners as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include observation methods for teachers; teachers' own biases and perspectives; children's varied learning needs and how they are met; how children's strengths are recognized and built upon; ways of grouping learners and whether tracking occurs; the support of English learners or children with special needs; the close observation and description of one child and his or her learning in this setting; and the observation and descriptions of the learners as a group, and their interactions among themselves and with their teacher. This course is the second of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. Prerequisites: ED 320 TEP Practicum A.

ED322**1 credit****TEP Practicum C: Focus on Curriculum**

In this class, multiple subject and special education candidates focus collaboratively on the curriculum as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include state-adopted and Teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; and types of formal and informal assessments. This course is the third of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.. Prerequisites: ED 320 TEP Practicum A, ED 321 TEP Practicum B

ED330**3 credits****Language and Literacy in a Diverse Classroom**

This is the first course in a 2 course sequence. It focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom. Emphasis is on incorporating state frameworks and standards into a program that also draws on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children's literature, enrichment versus deficit models of schooling, and analysis of classroom discourse.

ED331**3 credits****English Learner Methodologies in a Diverse Classroom**

This course is second in a 2-course sequence. It focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom. Emphasis is on incorporating state frameworks and ELD standards into a program that also draws on children's real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, lesson planning, inclusion, student assessment, differentiation of instruction, enrichment versus deficit models of schooling, and analysis of classroom discourse. Prerequisite: ED 330 Language and Literacy in a Diverse Classroom. MSEL/2042 students complete TPA contemporaneously.

ED340**3 credits****Cognitive Development and Mathematics in a Diverse Classroom A**

This course is the first of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, and Gardner, emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment, and student learning. Students reflect on their own experiences as math learners, conduct observations in classrooms during math instruction, and complete a case study of a focus student over the course of the semester. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED341**3 credits****Cognitive Development and Mathematics in a Diverse Classroom B**

This course is the second of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In this course, students continue to actively apply cognitive theoretical content to mathematics instruction as they develop and implement a math mini-unit that includes a series of lesson plans, assessment, and reflective analysis. In addition, students conduct research on an area of interest as they continue to develop their philosophical stance as a teacher of mathematics. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED360**3 credits****Integrated Thematic Instruction: Science, Social Studies, and the Arts**

Students, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical thinking, and using the community as a real-world text. Students will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and

community resources, and integrate all curricular areas. Additionally, participants will have opportunities to examine standard texts, curricula and materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. Emphasis will be placed on the inclusion of English language learners and children with special needs.

ED370

2 credits

Healthy Children and Classroom Communities

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

ED390

6 credits

MSEL Directed Teaching and Placement Seminar

Student teachers work in a public elementary school classroom for a placement of approximately 15 weeks. Beginning by teaching in two content areas per day, the student teacher gradually advances to a two-week complete takeover in which he/she is in charge of curricular planning and implementation, as well as classroom management. The placement is accompanied by a weekly seminar which all student teachers attend. Topics include cooperative learning, curriculum development, classroom management, differentiating instruction, lesson planning and assessment, parent-teacher interaction, and standardized testing. Students complete various assignments for the seminar, including, journals, observations, lesson plans in all content areas and a video. Prerequisites: Successful completion of all coursework, California Basic Educational Skills Test (CBEST) , California Subject Examinations for Teachers (CSET) and Certificate of Clearance. MSEL/2042 students complete TPA tasks 3 & 4 contemporaneously.

ED492

1-4 credits

Independent Study

This course allows students to individualize competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the academic calendar for registration deadlines.

ED500

1 credit

Introduction to the Teacher Education Program

This seminar provides an overview of the Teacher Education program and the requirements for earning a Preliminary Multiple Subject English Learner Credential (MSEL/2042) and Education Specialist, Mild/Moderate Level I Credential. Students will learn about the guiding principles and constructivist framework of the program. Students will be introduced to the Teaching Performance Expectations (TPE's) as an accountability tool. In addition, they will become familiarized with the assessment process in the program, which includes the Teaching Performance Assessment (TPA's) and the Portfolio Assessment System (PAS).

ED510**2 credits****Introduction to Public Schooling**

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

ED520**1 credit****TEP Practicum A: Focus on the Classroom**

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the first of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development BA & MA.

ED521**1 credit****TEP Practicum B: Focus on Learners**

In this class, multiple subject and special education candidates focus collaboratively on the learners as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include observation methods for teachers; teachers' own biases and perspectives; children's varied learning needs and how they are met; how children's strengths are recognized and built upon; ways of grouping learners and whether tracking occurs; the support of English learners or children with special needs; the close observation and description of one child and his or her learning in this setting; and the observation and descriptions of the learners as a group, and their interactions among themselves and with their teacher. This course is the second of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. Prerequisites: ED 520 TEP Practicum A.

ED522**1 credit****TEP Practicum C: Focus on Curriculum**

In this class, multiple subject and special education candidates focus collaboratively on the curriculum as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include state-adopted and Teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children

with special needs; and types of formal and informal assessments. This course is the third of a 3-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A. Prerequisites: ED 520 TEP Practicum A, ED 521 TEP Practicum B

ED530

3 credits

Language and Literacy in a Diverse Classroom

This is the first course in a 2 course sequence. It focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom.

Emphasis is on incorporating state frameworks and standards into a program that also draws on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children's literature, enrichment versus deficit models of schooling, and analysis of classroom discourse.

ED531

3 credits

English Learner Methodologies in a Diverse Classroom

This course is second in a 2-course sequence. It focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom.

Emphasis is on incorporating state frameworks and ELD standards into a program that also draws on children's real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, lesson planning, inclusion, student assessment, differentiation of instruction, enrichment versus deficit models of schooling, and analysis of classroom discourse. Prerequisite: ED 530 Language and Literacy in a Diverse Classroom. MSEL/2042 students complete TPA contemporaneously.

ED540

3 credits

Cognitive Development and Mathematics in a Diverse Classroom A

This course is the first of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, and Gardner, emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment, and student learning. Students reflect on their own experiences as math learners, conduct observations in classrooms during math instruction, and complete a case study of a focus student over the course of the semester. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED541**3 credits****Cognitive Development and Mathematics in a Diverse Classroom B**

This course is the second of a two course series that focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In this course, students continue to actively apply cognitive theoretical content to mathematics instruction as they develop and implement a math mini-unit that includes a series of lesson plans, assessment, and reflective analysis. In addition, students conduct research on an area of interest as they continue to develop their philosophical stance as a teacher of mathematics. The unique needs of English language learners and children with special needs will be addressed throughout the course. The course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learner centered curriculum.

ED560**3 credits****Integrated Thematic Instruction: Science, Social Studies, and the Arts**

Students, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical thinking, and using the community as a real-world text. Students will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate all curricular areas. Additionally, participants will have opportunities to examine standard texts, curricula and materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. Emphasis will be placed on the inclusion of English language learners and children with special needs.

ED570**2 credits****Healthy Children and Classroom Communities**

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

ED590**6 credits****MSEL Directed Teaching and Placement Seminar**

Student teachers work in a public elementary school classroom for a placement of approximately 15 weeks. Beginning by teaching in two content areas per day, the student teacher gradually advances to a two-week complete takeover in which he/she is in charge of curricular planning and implementation, as well as classroom management. The placement is accompanied by a weekly seminar which all student teachers attend. Topics include cooperative learning, curriculum development, classroom management, differentiating instruction, lesson planning and assessment, parent-teacher interaction, and standardized testing. Students complete various assignments for the seminar, including, journals, observations, lesson plans in all content areas and a video. Prerequisites: Successful completion of all coursework, CBEST, CSET and Certificate of Clearance. MSEL /2042 students complete TPA tasks 3 & 4 contemporaneously.

ED692**1-4 credits****Independent Study**

This course allows students to individualize competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the academic calendar for registration deadlines.

ED697**2 credits****Introduction to Ethnographic Research in Education**

This course is the first in a series of 3 courses and serves as an introduction to the ethnography Thesis Project. The course introduces candidates to qualitative research and the use of ethnography to learn about students, families, schools, and community. This course uses the ethnographic method to help students identify a question, gather data in order to "tell the story," and analyze the data to inform their teaching practice. In this course students complete Section I of the ethnography by reflecting on their personal story and how it has led them to the teaching profession. Candidates complete Section II of the ethnography by identifying 3 students they will follow throughout the study, by interviewing the students and their parents and by gathering data so they can better tell the students' personal and academic stories. Early in the course, students must have their Human Subject Review forms approved by the instructor. Advancement to candidacy takes place upon successful completion of this course.

ED698**2 credits****Working with Diverse Schools and Communities**

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

ED699**2 credits****Pedagogical, Social, and Cultural Implications**

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

HUMAN DEVELOPMENT

HD300

3 credits

Early Childhood Themes and Life Cycle Issues

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment and failure - recur later in the life cycle. Understanding of their beginnings and knowledge of psychosocial developmental theories enables adults to be aware of the resolution of these themes in their own lives, as well as in children's lives. This class meets the research competency. Note: Students who take HD 300 as an online class must also take HD 302 Research Seminar to meet the research competency requirement.

HD301

3 credits

Advanced Studies in Human Development

This class explores in depth how themes which begin in early childhood recur later in the life cycle. Building on knowledge of Erik Erikson's theory and other psychosocial and cognitive theories, the participants will add and integrate theoretical and personal knowledge of growth during the life cycle and the interaction between the contexts of development and psychological development. We will examine our own developmental paths and look at choices made and options taken or rejected. A research project focusing on a developmental issue is required. The class will emphasize development in adulthood.

Prerequisite: HD300 Early Childhood Themes and Life Cycle Issues

HD302

1 credit

Research Seminar

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

NOTE: Requested of students who take HD 300 Early Childhood Themes and Life Cycle Issues or HD 301 Advanced Studies in Human Development in a Weeklong or Online format.

HD303

3 credits

The Earliest Years

This course will focus on the significance of earliest childhood, from birth to age three, in the human life cycle, with emphasis on trust and autonomy, sensory-motor explorations, and the beginning of language and play. Students will examine the range of typical and atypical development in diverse cultural contexts in the preschool years.

Observation of child behavior from the perspective of its meanings for the child will be included. Students will develop skill in designing culturally relevant and inclusive home and group care environments for optimum development of caring relationships and learning.

HD305

3 credits

Cognitive Development: How Children Learn

Students will actively investigate the implications of cognitive developmental theory for early childhood education and the elementary classroom. Objectives of the class include:

1. analysis of basic constructivist theories, primarily those of Piaget and Vygotsky;
2. exploration of the cultural and developmental perspectives of cognitive theory; and

3. application of theory to the diverse educational needs of children. Emphasis will be placed on the the implications of constructivist theory in terms of the role of the teacher, the classroom environment and the curriculum.

HD306

3 credits

Play in Childhood

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

HD315

3 credits

The Art of Observation

Observation is a basic teaching and assessment tool in early childhood education and a necessary skill in the field of counseling. When you observe a child: What do you see? What do you look for and why? How do you interpret what you are seeing? How do you translate what you have observed into goals for intervention? Participants will observe children and adults, share and analyze frameworks for observation, and get feedback on observational skills.

HD320

3 credits

Contemporary Urban Adolescents

This class will focus on several issues that affect the quality of life of adolescents in urban areas. Subjects for study will include: unemployment/underemployment, gangs and other peer pressures, early sexuality, teen pregnancy, AIDS and other sexually transmitted diseases and drugs. We will examine these topics from a developmental perspective and visit programs that are addressing them.

HD335

3 credits

Human Development: The Elder Years

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

HD341

3 credits

Communication For Empowerment

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

HD345**1 credit****Communication For Empowerment: Online**

This course explores the impact of the online format on interpersonal communication. Students will examine how existing skills can be applied and adapted to improve the effectiveness of online communication.

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD346**1 credit****Communication For Empowerment: In the Life Cycle**

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

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD347**3 unit****Communication For Empowerment: In Culture**

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

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD350**3 credits****Communication and the Life Cycle**

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

HD351**3 credits****Conflict Resolution and Mediation**

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

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

HD361

3 credits

Social and Political Contexts of Human Development

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

HD363

3 credits

Education for Critical Consciousness

Paolo Freire taught adults in Brazil; Sylvia Ashton Warner taught children in New Zealand. Both taught oppressed populations and believed that people learn through what they are passionate about. Their work will be read and discussed along with that of other theorists who have similar beliefs about such issues as moral development, relationships and literacy/curriculum.

HD364

3 credits

Community as a Context for Development

Children develop as unique individuals in the context of complex communities. Growth and identity are influenced by the social dynamics and interactions of the diverse families and cultural institutions in which children live. This class focuses on theoretical and practical aspects of building, reflecting, and including "community" in early childhood and primary classrooms. Students will be expected to create strategies which use the child's community to enhance learning and build a sense of belonging. This class will explore community-building as an avenue to examine and promote cultural competence and advocacy for children.

HD370

3 credits

Development of Bicultural Children

This class will specifically focus on a framework of bicultural development as it compares with monocultural developmental theories. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children will be explored. Culture and cognition, bilingualism, the biculturalization process, and cultural psychological dynamics as they relate to personality and development and identity formation will be examined. An overview of the current literature in the field will also be discussed.

HD371

3 credits

Working with Bicultural Children

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

HD372A**1 credit****Seminars in Bicultural Development and Education: Biculturalism**

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural communities. Students will examine what it means to be bicultural, developing an understanding of models of bicultural development related to self and others. This course is a required accompaniment to HD 361 Social and Political Contexts of Human Development.

HD372B**1 credit****Seminar in Bicultural Development and Education: Observation**

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural communities. Students will develop an understanding of how biculturalism is implemented. The exploration of this topic includes observations of bicultural classrooms or other bicultural social/educational services settings.

Prerequisite: HD372A Seminar in Bicultural Development and Education: Biculturalism

HD372C**1 credit****Seminar in Bicultural Development and Education: Transformation**

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural communities. Students will develop an understanding of what constitutes transformational action in bicultural settings. The exploration of this topic includes planning for change through internal and/or external action.

Prerequisite: HD372B Seminar in Bicultural Development and Education: Observation

HD373**3 credits****Development of Children of African Descent: Early Childhood Years (0-5)**

This course will examine the social, emotional, spiritual, cultural and cognitive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of zero to 5. Original research will be presented which covers the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. We will explore the implications of multicultural development of the child within the context of home, school, and community. Emphasis will be placed on how early childhood development takes place within an Afrocentric model. Strategies will be examined that support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD374**3 credits****The Development of Children of African Descent: School Age Years (6-12)**

This course will examine the social, emotional, spiritual, cultural and cognitive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of 6 to 12. Original research will be presented which covers the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. We will explore the implications of multicultural development of the child within the context of home, school, and community. Emphasis will be placed on how early childhood development takes place within an Afrocentric model. Strategies will be examined that support children's growth and empowerment in community and

institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD380

3 credits

Children's Autobiographical Narratives as Social Justice Curriculum

This course will explore the use of children's narratives as a means of developing anti-bias/culturally inclusive curriculum which supports children's development as advocates for social change. This course will involve observations in the field as well as participants collecting and documenting children's narratives. These narratives will be used to develop and implement anti-bias/culturally inclusive curriculum and build participatory classroom communities which empower children in their development as social change agents.

HD381

3 credits

Human Development and Social Change

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

HD382

3 credits

Participatory Action Research

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

HD383

3 credits

Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy

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

HD384

3 credits

The Power of Our Stories: Exploring Issues of Race and Identity

This class will explore issues of race and its complex role within identity development. It will take an in-depth look at critical race and racialization theories and the application

of these theories to individual and group racial identity development within a global society. Through personal stories and narrative literature, students will deconstruct how race impacts their identity. Students will also explore the effect that deconstructing race has upon their perception of themselves and the world around them. Through the sharing of stories, students will begin developing personal transformative strategies to more effectively support their work with children and families.

HD390 **3 credits**

Developing Anti-Bias Curriculum: Teaching our Values to our Children

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

Prerequisite: HD400 Working with Children in a Diverse World

HD391 **3 credits**

Implementing Anti-Bias Curriculum

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

I - Early Childhood Education

II - Elementary Education

Prerequisite: HD361 Social and Political Contexts of Human Development AND HD400 Working with Children in a Diverse World

HD400 **3 credits**

Working with Children in a Diverse World

This class examines the developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. It includes an exploration of the uses of interpersonal power in settings where adults and children encounter each other, opportunities to observe children in a variety of contexts, and the examination and development of effective facilitative strategies for teaching, parenting, and social and educational change. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; interaction between theory and practice; and the impact of social contexts on oneself and others.

HD402 **3 credits**

Working with Families in a Diverse World

This class will examine the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect our work as advocates. Within this context, students will develop strategies to be more successful individual, interpersonal and institutional change agents. The emphasis will be on active, experiential learning, interaction between theory and practice, and the impact of social, ethnic, gender and class contexts on ourselves, and our work with children and families.

HD405

3 credits

Developmental Education

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

HD406

3 credits

Emergent Curriculum: Reflecting Learner Lives

In this class, students will explore sources of emergent curriculum, focusing upon the community that teachers and learners implement together, utilizing the emergent curriculum process—observation, analysis, collaboration, research and documentation. Implication for learners of all ages will be analyzed, with a focus on the early childhood and school age classroom.

HD411

3 credits

Working with Adults

Students are introduced to a rationale and methodology for working with adults in educational, professional and other settings. Topics covered will include adult development, supervising adults, staff evaluation, leadership style, effective communication, and problem solving. Emphasis is on valuing diversity and respecting individuals; active, experiential learning; the interaction between theory and practice; and the impact of social contexts on oneself and others. Students will use observation to enhance their understanding of the challenges inherent in working with adults. They will develop strategies to facilitate adult empowerment and learn to advocate responsibly in diverse settings.

HD416

3 credits

Leadership in Education

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

HD422

3 credits

Authentic Infant-Competent Child

This class will analyze diverse approaches to infantrearing with special emphasis on the Pikler methods. Topics will include: sensory-motor development, human relationships and problem solving; infants', parents' and carers' needs; infant learning processes; and effects of environments ranging from neglectful to over-stimulating. Students will observe, evaluate and discuss environments where infants are reared.

HD425

3 credits

Intervention Models in Early Childhood Education

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

HD426

3 credits

Working with Children who Challenge Teachers' Skills

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

HD430

3 credits

Play, Language and Literacy Development

Students will analyze the development of symbolic behaviors and the role of adults in supporting children's play, language and literacy. Students will examine culturally relevant and developmentally appropriate curriculum and assessment design for diverse literacy learners. Students will explore the concept of play as the basis of learning, language, and literacy development in childhood. Topics include language development, dramatic play, using tools and materials to represent their experiences, and reading readiness. Observation of children required.

HD432

3 credits

Children's Literature

Students will examine multiple genres of children's literature from multicultural and international contexts. Texts discussed include picture books, traditional folk and fairy tales, novels, poetry, and informational books. This course will address anti-bias issues in children's literature. Students will explore when and how to use reading materials and language to meet specific needs, and how to create an environment that encourages positive relationships between children and literacy.

HD440

3 credits

Models and Methods of Family/School Collaboration

This class will examine many avenues for family collaboration with preschool and elementary programs, both direct class room participation and program support activities. Cultural and socioeconomic factors, the realities of working and single-parent families, and variations among program types are considered. This class meets the 3-unit Home, School and Community requirement for state licensing for Early Childhood Education/School Director.

HD441

3 credits

Team Building for Early Childhood Educators and Parents

Designed for administrators, teachers, staff, and parents to create effective teams which values working together with mutual respect. Among the issues addressed will be:

1. including parents as members of the team working for the growth and support of the children;
2. developing clear communication, written and oral, formal and informal and
3. exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. This is an equivalent class for HD 440, Models and Methods of Family/School Collaboration, with permission of advisor.

HD445**3 credits****Writing Our Stories: Reflections on Literacy Development**

Students in this class will develop the capacity to become reflective practitioners through writing and sharing their own stories about their experiences. Students will learn to effectively facilitate young children's beginning writing by modeling literacy behaviors, writing where children can see, scribing children's words, and representing children's play in writing. Students will gain an understanding of the different ways that people express their own culture through writing.

HD446**3 credits****Women in Administration**

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

HD450**1-4 credits****Reflective Teaching**

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

HD457**1-5 credits****College Teaching/Teaching Adults: Fieldwork/Observation**

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

Observation occurs in one or a variety of college classes, with special attention to instructional process and strategies. Credit is based on 45 hours per unit of observation, reading, and seminar participation. Available to B.A. student upon discretion of advisor.

HD460**3 credits****Foundations of Teaching Art: Releasing the Imagination**

If you have always considered yourself to be "art phobic" but have the desire to use art techniques in your classroom, this course is designed to empower you—and your students. Students will explore art theory as well as hands-on art making. Beginning with an examination of the nature of creativity, the class will evolve into practical, hands-on techniques and concepts that can be put into immediate use. Areas of study will include printmaking, sculpture, cartooning, approachable and achievable

drawing techniques, working with charcoal, pastels, watercolors, use of unorthodox materials, etc.

HD462 **3 credits**

Women in Art

This class offers a series of art experiences by, for and about women. Students will discover and practice their own forms and become acquainted with the forms created by women artists from every continent. Students will explore the relationships between the traditional art forms and contemporary art forms. They will apply these findings to the art education of children. Some fieldwork is required.

HD-463 **0 credits**

Leadership-Fieldwork & Observation

Fieldwork requires that students a) have a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision; b) be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement; or c) have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

HD470 **3 credits**

Teaching as Performing Art

Students explore creative drama as a process-centered form of expression in which they are guided by a leader to imagine, enact, and reflect upon human experiences. The purpose is to provide an alternative approach to teaching social studies and integrated arts which opens children's minds, stimulates their imaginations and language abilities, and sparks their enthusiasm for continued personal development and discovery. This class may also serve as a practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities in a variety of subject areas and need help in getting started.

HD475 **3 credits**

Arts and Social Change

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

HD477 **3 credits**

The Community as Classroom: Forging Connections Through the Arts

Incorporating scholarship and methodologies from visual and performing arts, folklore, oral history and intergenerational programs, students will explore ways to integrate the rich resources of local communities into classrooms and institutions to encourage exploration and discovery. Curriculum will include visits to studios of local artists, who will help students explore technical application in the arts through a variety of media.

HD484A **3 credits**

Prior Experiential Learning 1

Reflective Study: Developmental Theory This course focuses on the life span and human development processes. Students use their own life experience to describe

detailed and factual way events from early and later years development engaging with themes such as self-esteem, resiliency, and identity. Students are required to relate stories of their experiences, identify dynamics, significance, related questions, and challenges and explain the theory they constructed to give meaning to these events.

HD484B

3 credits

Prior Experiential Learning 2

Reflective Study: Developmental Theory Analysis This course requires recollection, reflection, and critical analysis of life span theory, and developmental themes, such as self-esteem, resiliency, and identity. Students demonstrate the ability to articulate, and communicate learning about how their personal life as well as others' lives are different because of life span knowledge.

HD485A

3 credits

Prior Experiential Learning 3

Reflective Study: Diversity Theory This course examines students' and societal attitudes toward gender, class, race/ethnicity, disability and sexual orientation. Students describe detailed and factual events from their life, their importance to identity, related questions, and challenges. Students construct theories which give meaning to their life's stories.

HD485B

3 credits

Prior Experiential Learning 4

Reflective Study: Diversity Analysis This course requires student to recollect, reflect, and critically analyze their life span theory connected to issues of gender, class, race/ethnicity, disability and sexual orientation. Students reflect experience, meaning, consequences and outcomes. Students demonstrate the ability to articulate and communicate how their life and the lives of other are different because of their knowledge.

HD486A

3 credits

Prior Experiential Learning 5

Reflective Study: Fieldwork Fieldwork addresses the knowledge and practical skills gained through your work and volunteer experience: including hands on and first hand observations in the field about communication, leadership, problem solving, diversity and cultural issues. Students tell stories about work and volunteer experience and are asked to identify dynamics and challenges. Theories which are constructed to give meaning to these experiences and skills which are learned are examined. The significance of fieldwork events and related questions and challenges are explored in class and through assignments.

HD486B

3 credits

Prior Experiential Learning 6

Implementation This course requires students to recollect, reflect, and critically analyze a constructed theory about personal work and volunteer experience; communication, leadership, problem solving, diversity and cultural issues among others. As students review and analyze, they integrate learning into underlying philosophical beliefs about working with others. Students describe how they put into practice their beliefs about working with others and describe how they communicate their philosophy as well as what they've learned from this reflective process. There is an emphasis on how knowledge effects change in the present and the future.

HD487A**3 credits****Prior Experiential Learning 7**

Reflective Study: Research I This course requires students to connect research to human development by addressing several aspects of the research process: reviewing for challenges to objectivity, distinguishing between data, opinion, inferences and assumptions. Additionally, focusing on informal as well as formal data gathering, students delve into how to be responsible researchers. These skills are applied to designing a study which addresses a human development issue related to the student's personal life.

HD487B**3 credits****Prior Experiential Learning 8**

Reflective Study: Research II Implications and complexity of research: As part of this course, students gather data based on a study of their own design and write a research report that demonstrates the ability to collect verifiable and reliable data, present their findings, and link their research to construction of theory. Students are asked to critically analyze their theory. Students offer a behavioral analysis of the data gathered explaining what they learned about themselves and others.

HD488A**3 credits****Prior Experiential Learning 9**

Reflective Study: Portfolio Portfolio course requires students to synthesize and analyze learning from the assignments produced for the Reflection on Life Experience class. Students note their growth by naming how the class has increased personal insights about self and others from a developmental and contextual perspective. Portfolios are reviewed for selections of artifacts, writing mechanics, level of reflection, presentation and effectiveness of communicating learning. Two versions of the portfolio required: electronic and hard copy.

HD488B**3 credits****Prior Experiential Learning 10**

Reflective Study: Presentation Students are required to present a portfolio to the class. The presentation will be reviewed for content as well as delivery. Students are required to effectively and creatively deliver portfolio material in order to communicate their personal life knowledge gained in the Reflection on Life Experience class. Students are also required to engage in a feedback process, both receiving and giving, through the portfolio presentation process.

HD489**3 credits****Reflection on Life Experience**

This class is open to any student admitted to the BA program. To earn credit for HD-489 the student must produce four 2-part reflection papers and two presentations, communicating in writing and orally to the members of the seminar, including the instructor. Each presentation is based on a selected segment of the student's life experience, at least half a year in length, and follows the guidelines detailed in the course description.

Pacific Oaks students bring a breadth of diverse life experiences to the college. This class provides an opportunity for reflecting, conceptualizing, and clearly communicating, in papers, portfolio and one presentation, what they have learned about human development from selected life experiences. Papers must demonstrate deep engagement with the topics as evidenced by the ability to articulate the

developmental nuances, subtleties, themes, and patterns present in the student's life. Writing is shared, mutually edited, and rewritten in a skill-building process. Class members are expected to participate actively in creating a learning community, practicing the skill of giving and receiving feedback. If desired, this class can serve as the basis for receiving credit for life experience (CLE) and as part of requirements for the waiver of the BA degree for admission to the MA program. For further information see catalog under Credit for Life Experience.

HD491 **0 credits**

Pacific Oaks Online Orientation

Required of all new online students. Must be completed before your class begins.

HD492 **1-4 credits**

Independent Study

Independent study requires that a student design a project of one to 6 months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Classes offered at Pacific Oaks may not be taken for independent study. Please refer to the Schedule of Classes for registration deadlines.

HD495 **0 credits**

Special Topics

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

HD500 **3 credits**

Early Childhood Themes and Life Cycle Issues

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomfoting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment and failure - recur later in the life cycle. Analysis of their beginnings and knowledge of psychosocial developmental theories enables adults to evaluate the resolution of these themes in their own lives, as well as in children's lives. This class requires extensive reading and a research project. Note: Students who take HD500 as an online class must also take HD502 Research Seminar to meet the research competency requirement.

HD501 **3 credits**

Advanced Studies in Human Development

This class explores in depth how themes which begin in early childhood recur later in the life cycle. Building on knowledge of Erik Erikson's theory and other psychosocial and cognitive theories, the participants will synthesize theoretical and personal knowledge to create new understanding of the life cycle. Students will evaluate their own developmental paths and look at choices made and options taken or rejected. A research project focusing on a developmental issue is required. The class will emphasize development in adulthood.

Prerequisite: HD-500 Early Child Themes/Life Cycle

HD502 **1 credit**

Advanced Research Seminar

Pacific Oaks students bring a breadth of diverse life experience to the college. This class provides an opportunity for reflecting, conceptualizing, and clearly communicating, in

papers, portfolio and one presentation, what they have learned about human development from selected life experiences. Papers must demonstrate deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Writing is shared, mutually edited, and rewritten in a skill-building process. Class members are expected to participate actively in creating a learning community, practicing the skill of giving and receiving feedback.

HD503

3 credits

Advanced Study of The Earliest Years

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

HD505

3 credits

Advanced Studies in Cognitive Development: How Children Learn

Students will actively evaluate the implications of cognitive developmental theory for early childhood education and the elementary classroom. Objectives of the class include:

1. analysis and critique of constructivist theory;
2. Analysis and evaluation of the cultural and developmental perspectives of cognitive theory, and 3) synthesizing theory and the diverse educational needs of children. Emphasis will be placed on the the implications of constructivist theory in terms of the role of the teacher, the classroom environment and the curriculum.

HD506

3 credits

Advanced Studies in Play in Childhood

This course recognizes play as a human adaptive function with a distinct developmental framework, beginning in infancy and varying in content and mode from culture to culture. Students will observe children's play and will synthesize their observations in planning optimum play opportunities for a child, enhance the physical environment, and set up spaces that will engage children in using the skills that are pre-requisites for academic learning. Anti-bias issues, including culture and gender, will be evaluated and used to support cultural expression and non sexist play opportunities. Our focus will be on early years, as well as the integrative and transformative function of play across the life span.

HD515

3 credits

Advanced Studies in the Art of Observation

Observation is a basic teaching and assessment tool in early childhood education and a necessary skill in the field of counseling. When you observe a child: What do you see? What do you look for and why? How do you interpret what you are seeing? How do you translate what you have observed into goals for intervention? Participants will observe children and adults, evaluate and create frameworks for observation, and give and receive feedback on observational skills.

HD520**3 credits****Advanced Studies in Contemporary Urban Adolescents**

This class will focus on several issues that affect the quality of life of adolescents in urban areas. Subjects for study will include: unemployment/underemployment; gangs and other peer pressures; early sexuality; teen pregnancy; AIDS and other sexually transmitted diseases; and drugs. We will evaluate these topics from a developmental perspective and visit programs that are addressing them.

HD535**3 credits****Advanced Studies in Human Development: The Elder Years**

Shifting demographics, increased life expectancy, advances in medical technology, economic and financial realities: all these add to the challenges of navigating the later years with grace and dignity. Students will utilize three approaches to engaging with this stage of the life cycle: reflection, advocacy and action. This class presents theory as well as experiential learning. Students will identify and evaluate the relevant issues for working with aging populations at both the macro and micro level, including deconstruction of stereotypes.

HD541**3 credits****Advanced Studies in Communication For Empowerment**

This class will empower students to make connections with other people. 5 areas of communication will be addressed: active listening for meaning; concise, organized and reflective writing; analysis and critique of diverse modes of scholarship; creating collaborative structures of group facilitation and leadership; and demonstrating organized verbal communication and presentation of self together with reflective feedback. In addition, students will evaluate their ability to think critically, synthesizing the subjective and objective, in all the areas of communication. They will critique the impact of their values and biases on communication across cultural, racial, class and gender lines.

HD545**1 credit****Advanced Communication For Empowerment: Online**

This course assesses the impact of the online format on interpersonal communication. Students will evaluate how existing skills can be applied and adapted to improve the effectiveness of online communication.

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD546**1 credit****Advanced Communication For Empowerment: In the Life Cycle**

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

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD547**1 credit****Advanced Communication For Empowerment: In Culture**

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

Note: Communication for Empowerment is offered in this modular format online. All 3 modules must be completed to satisfy core requirement.

HD550

3 credits

Advanced Studies in Communication and the Life Cycle

This class is about life cycles and communication concepts. It is a goal of this class to enhance critical awareness of the interconnected and interdependent components of communication and tasks of various life cycle changes. Students will evaluate how attention to communication can facilitate engagement with the task of each specific stage. Students will synthesize information for personal and professional relationships. Communication and life cycle issues will be evaluated in a holistic way, looking at the needs of both parties as well as the social context of interactions.

HD551

3 credits

Advanced Studies in Conflict Resolution and Mediation

This class is designed for human service professionals, including teachers, educational administrators, and marriage and family counselors, who work with children, adolescents, and families. Participants will evaluate the nature of human conflict, create effective strategies, and develop programs for the peaceful resolution of conflict. Students will evaluate and critique techniques and models for conflict resolution and mediation, and engage in creative problem-solving in various conflict areas at the micro and macro levels of society. Communicating across cultures, and bias awareness issues will be evaluated within all content areas.

HD561

3 credits

Advanced Studies in Social and Political Contexts of Human Development

The diverse social and political contexts of our society affect the socialization of the individual and his/her understanding of human development. This class evaluates attitudes toward gender, class, race/ethnicity, disability and sexual orientation, along with the socio-historical contexts within which specific theories of human development were created. Students are challenged to evaluate and critique these influences on their own growth and perceptions of human behavior, to define their personal ethics within the context of contemporary society, and to construct effective professional responses to inequality and bias. Class pedagogy is grounded in praxis and includes experiential activities, small group discussions, weekly writing, reading and many lectures.

HD562

3 credits

Advanced Studies in Diversity and Anti-Bias Issues

This course offers an in-depth, critical evaluation of the impact of institutional oppression on human service programs for children and adults and the significance of cultural and political contexts on individual development and learning. Students will study new research and methods for working with bicultural children and adults, and develop skills for doing anti-bias human service work and advocacy. Students are expected to engage in developing their own theoretical and methodological framework for bicultural and anti-bias work.

Prerequisites: HD 361 and all of the following:

1. M.A. or post-baccalaureate student
2. Experience working on issues regarding sexism, racism, classism, and disability
3. Demonstrated commitment to social justice
4. Understanding of the dynamics of institutional and individual biases and use of power.

HD563**3 credits****Advanced Studies in Education for Critical Consciousness**

Education for Critical Consciousness is grounded in the works of John Dewey, Paolo Freire and Sylvia Ashton Warner, all of whom believed that people learn through what they are passionate about. Students will critique and evaluate the work of these theorists along with that of other theorists who have similar beliefs about such issues as moral development, relationships and literacy and curriculum.

HD564**3 credits****Advanced Studies in Community as a Context for Development**

Growth and identity are influenced by the social dynamics and interactions of the diverse families and cultural institutions in which children live. Students will critique theoretical and practical aspects of building, reflecting, and including "community" in early childhood and primary classrooms. Students will create strategies which use the child's community to enhance learning and build a sense of belonging. This class will synthesize practical application of community-building as an avenue to examine and promote cultural competence and advocacy for children.

HD570**3 credits****Advanced Studies in Development of Bicultural Children**

Students will examine bicultural development as it compares with monocultural developmental theories. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children will be evaluated. Culture and cognition, bilingualism, the biculturation process, and cultural psychological dynamics will be synthesized and applied to personality, development and identity formation. An overview of the current literature in the field will also be critiqued.

HD571**3 credits****Advanced Studies in Working with Bicultural Children**

This course focuses on the methodological issues as they relate to effectively working with bicultural children. Students will synthesize learning theory and motivational concepts based upon research with bicultural children in order to construct bicultural curriculum and bilingual programs. Students will be required to participate in several on-site classroom observations in bicultural and bilingual settings. Particular emphasis will be placed on evaluating the principles of bicultural development and their practical application for an effective educational approach.

HD572A**3 credits****Advanced Seminar in Bicultural Development and Education: Biculturalism**

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural communities. Students will evaluate what it means to be bicultural, synthesizing and creating models of bicultural development related to self and others.

This course is a required accompaniment to HD 561 Social and Political Contexts of Human Development.

HD572B**3 credits****Advanced Seminar in Bicultural Development and Education: Observation**

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural

communities. Students will evaluate how biculturalism is implemented. The exploration of this topic includes observations of bicultural classrooms or other bicultural social/educational services settings.
Recommended: prior completion of HD572A

HD572C

3 credits

Advanced Seminar in Bicultural Development and Education: Transformation

The seminar is designed to focus on bicultural development and its implication for educators and human services professionals working in bilingual and/or bicultural communities. Students will evaluate what constitutes transformational action in bicultural settings. The exploration of this topic includes creating a plan for change through internal and/or external action.

Recommended: prior completion of HD572A and HD572B

HD573

3 credits

Advanced Studies in of Children of African Descent: Early Childhood Years (0-5)

This course will cover the social, emotional, spiritual, cultural and cognitive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of zero to 5. Students will evaluate the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. Students will critique the implications of multicultural development of the child within the context of home, school, and community within an Afrocentric model. Strategies will be designed and constructed support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD574

3 credits

Advanced Studies in The Development of Children of African Descent: School Age Years (6-12)

This course will cover the social, emotional, spiritual, cultural and cognitive development of African immigrant, African-American, and African Caribbean children in the United States between the ages of 6 to 12. Students will evaluate the role of culture and language on their socialization styles, the importance of relationships, and how these relationships impact development. Students will critique the implications of multicultural development of the child within the context of home, school, and community within an Afrocentric model. Strategies will be designed and constructed support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the educational system.

HD580

3 credits

Children's Autobiographical Narratives as Social Justice Curriculum

Students will evaluate the use of children's narratives as a means of developing anti-bias/culturally inclusive curriculum to support children's development as advocates for social change. This course will involve observations in the field as well as participants collecting and critiquing children's narratives within a descriptive framework. These narratives will be used to create anti-bias/culturally inclusive curriculum and build participatory classroom communities which empower children in their development as social change agents.

HD581

3 credits

Advanced Studies in Human Development and Social Change

Students will evaluate the importance of promoting positive social change in times of national stress. Synthesizing the connection between one's own personal growth and the act of evoking actual change, students will create useful techniques based in storytelling, art, performance, and action research. Students will critique readings from feminist theory, cultural studies, critical race theory, participatory democracy, and other frameworks for social change. Students will apply their new thinking through designing a project proposing actual change at an organization, school, community or government agency.

HD582

3 credits

Advanced Studies in Participatory Action Research

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

HD583

3 credits

Advanced Studies in Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy

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

HD584

3 credits

Advanced Studies in The Power of Our Stories: Exploring Issues of Race and Identity

Students will evaluate issues of race and its complex role within identity development. Students will analyze and critique critical race and racialization theories and the application of these theories to individual and group racial identity development within a global society. Through personal stories and narrative literature, students will synthesize the ways that race impacts their identity. Students will also evaluate the effect that this synthesis has upon their perception of themselves and the world around them. Through the sharing of stories, students create personal transformative strategies to more effectively support their work with children and families.

HD590

3 credits

Advanced Studies in Anti-Bias Curriculum: Teaching our Values to our Children

Students will evaluate foundational concepts, models and rationale for constructing anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Students will critique attitudes and behaviors

towards others in the areas of gender, race, culture, abilities and class. Content also includes: developmental issues, curriculum models, analysis of resources/materials and construction of advocacy tools. The importance of self introspection and critical thinking will be stressed.

Prerequisite: HD 600 Working with Children in a Diverse World or permission of instructor.

HD592

3 credits

Advanced Studies in Implementing Anti-Bias Curriculum

This class is designed for students who are interested in strategic planning, institutional changes, and skills for working with adults within an anti-bias framework. Class format will include discussions, interactive activities utilizing case studies and policies, readings and written assignments. Students are expected to engage with each other in critical evaluation of educational practices and societal obstacles to deepen their theoretical knowledge and to define levels and models of advocacy work. An action project will be required. Prerequisite: HD 561 Social and Political Contexts of Human Development or HD 562 , or permission of instructor.

HD600

3 credits

Advanced Studies in Working with Children in a Diverse World

Students will evaluate developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. Students will investigate and critique the uses of interpersonal power in settings where adults and children encounter each other, observe children in a variety of contexts, and create effective facilitative strategies for teaching, parenting, and social and educational change. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; synthesis of theory and practice; and the impact of social contexts on oneself and others.

HD601

3 credits

Ecology of Working Children

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

HD602

3 credits

Advanced Studies in Working with Families in a Diverse World

Students will assess the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect our work as advocates. Within this context, students will create strategies to be more successful individual, interpersonal and institutional change agents. Students will engage in active, experiential learning, synthesize theory and practice, and evaluate the impact of social, ethnic, gender and class contexts on themselves and their work with children and families.

HD605

3 credits

Advanced Studies in Developmental Education

Students will evaluate traditions that underlie a developmental, experiential, open-structured approach to education; critique their own values and the values reflected in school programs and practices; critique the role of education as a tool of oppression and liberation for different groups in society; and create personal and political strategies for educational change. Issues and trends in early childhood education are evaluated from a developmental, cross-cultural perspective. Implications for older children and adult learners will also be assessed.

HD606

3 credits

Advanced Studies in Emergent Curriculum: Reflecting Learner Lives

In this class, students will evaluate sources of emergent curriculum, focusing upon the community that teachers and learners implement together. Utilizing the emergent curriculum process—observation, analysis, collaboration, research and documentation--students will create facilitative learning communities in early childhood and school age classrooms. Implication for learners of all ages will be addressed.

HD611

3 credits

Advanced Studies in Working with Adults

Students will formulate a rationale and methodology for working with adults in educational, professional and other settings. Topics covered will include adult development, supervising adults, staff evaluation, leadership style, effective communication, and problem solving. Emphasis is on valuing diversity and respecting individuals; active, experiential learning; the interaction between theory and practice; and the impact of social contexts on oneself and others. Students will use observation to assess the challenges inherent in working with adults. They will design strategies to facilitate adult empowerment and advocate responsibly in diverse settings.

HD616

3 credits

Advanced Studies in Leadership in Education

This class is a seminar for professionals in leadership situations who work in early childhood education and other human service professions. Students will evaluate educational issues in contemporary society. Topics include: working effectively with diverse colleagues and families; program development and administration; strategies for facilitating empowerment, responsibility and advocacy; adult supervision; and professional growth and survival. Students will be expected to critically evaluate their own practice and values, to observe and assess other adults working with children and their families or with other adults, and to synthesize values with practice.

HD622

3 credits

Advanced Studies in Authentic Infant-Competent Child

This class will evaluate diverse approaches to infantrearing with special emphasis on the Pikler methods. Topics will include: sensory-motor development, human relationships and problem solving; infants', parents' and carers' needs; infant learning processes; and effects of environments ranging from neglectful to over-stimulating.

Students will use observations, evaluations and discussion to create optimal environments for infants.

HD625

3 credits

Advanced Studies in Intervention Models in Early Childhood Education

Students will evaluate key theories, philosophies, regulations and programs that have been developed to respond to the needs of: (a) children who are developing atypically; and (b) children deemed at risk from family dysfunction, abuse and neglect, prenatal drug exposure and community violence. Students will observe and assess early childhood special education, therapeutic and social services to create resources that offer support for early childhood programs and families.

HD626

3 credits

Advanced Studies in Working with Children who Challenge Teachers' Skills

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

HD630

3 credits

Advanced Studies in Language and Literacy Development

Students will evaluate the development of symbolic behaviors and the role of adults in supporting children's play, language and literacy. Students will evaluate culturally relevant and developmentally appropriate curriculum and assessment design for diverse literacy learners. Students will assess the concept of play as the basis of learning, language, and literacy development in childhood, topics include language development, dramatic play, using tools and materials to represent their experiences, and reading readiness. Observation of children required.

HD632

3 credits

Advanced Studies in Children's Literature

Students will evaluate multiple genres of children's literature from multicultural and international contexts. Texts critiqued include picture books, traditional folk and fairy tales, novels, poetry, and informational books. This course will assess anti-bias issues in children's literature. Students will evaluate when and how to use reading materials and language to meet specific needs, and how to design an environment that encourages positive relationships between children and literacy.

HD640

3 credits

Advanced Studies in and Methods of Family/School Collaboration

Students will evaluate and critique avenues for family collaboration with preschool and elementary programs, both direct class room participation and program support activities. Cultural and socioeconomic factors, the realities of working and single-

parent families, and variations among program types are assessed and synthesized in the construction of new models of family-educator collaboration. This class meets the 3-unit Home, School and Community requirement for state licensing for Early Childhood Education/School Director.

HD641

3 credits

Advanced Studies in Team Building for Early Childhood Educators and Parents

Designed for administrators, teachers, staff, and parents to create effective teams which values working together with mutual respect. Students will evaluate and create strategies for: 1. including parents as members of the team working for the growth and support of the children; 2. developing clear communication, written and oral, formal and informal and 3. exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. This is an equivalent class for HD 640, Models and Methods of Family/School Collaboration, with permission of advisor.

HD645

3 credits

Advanced Studies in Writing Our Stories: Reflections on Literacy Development

Students in this class will develop the capacity to assess and critique reflective practice through writing and sharing their own stories about their experiences. Students will create strategies to effectively facilitate young children's beginning writing by modelling literacy behaviors, writing where children can see, scribing children's words, and representing children's play in writing. Students will evaluate the different ways that people express their own culture through writing.

HD646

3 credits

Advanced Studies in Women in Administration

This class is designed to help women pursue a career in administration, and to evaluate the political and social forces that affect decision making, critique the importance of style and image, construct networking techniques, formulate effective communication skills and analyze issues around sexual harassment. Students will design class projects, conduct interviews, evaluate and compare research findings, and participate in mini-seminars, as well as critique the contributions of various class guest speakers. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

HD650

1-3 credits

Advanced Studies in Reflective Teaching

This class requires that students have a job or internship/apprenticeship which involves them in ongoing work with children. Students will be involved in critique and assessment of their praxis. Credit is based on 45 hours per unit of fieldwork, reflective journal keeping and online seminar participation.

HD656

1 credit

Administration/ Supervision: Fieldwork/Observation

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

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

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

HD657

1-3 credits

College Teaching/Teaching Adults: Fieldwork/Observation

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

Observation in one or a variety of college classes, with special attention to instructional process and strategies. Credit is based on 45 hours per unit of observation, reading, and seminar participation. Available to B.A. student upon discretion of advisor.

HD658

1 credit

Parent/ Community Work: Fieldwork/Observation

Fieldwork requires that students have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

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

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

HD660

3 credits

Advanced Studies in Foundations of Teaching Art: Releasing the Imagination

If you have always considered yourself to be "art phobic" but have the desire to use art techniques in your classroom, this course is designed to empower you, and your students. Students will evaluate and critique art theory while engaging in hands-on art making. Beginning with an evaluation of the nature of creativity, the class will evolve into practical, hands-on techniques and concepts that can be put into immediate use. Areas of study will include printmaking, sculpture, cartooning, approachable and achievable drawing techniques, working with charcoal, pastels, watercolors, use of unorthodox materials, etc.

HD662

3 credits

Advanced Studies in Women in Art

This class offers a series of art experiences by, for and about women. Students will create their own forms as they critique those created by women artists from every continent. Students will evaluate the relationships between the traditional art forms and contemporary art forms. They will synthesize these findings in the design of models of art education of children. Some fieldwork is required.

HD-663

1-3 credits

Leadership-Fieldwork & Observation

FIELDWORK requires that students: (a) have a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision; (b) be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement; or (c) have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

HD670

3 credits

Advanced Studies in Teaching as Performing Art

Students explore and evaluate creative drama as a process-centered form of expression in which they are guided by a leader to imagine, enact, and reflect upon human experiences. The purpose is to provide an alternative approach to teaching social studies and integrated arts which opens children's minds, stimulates their imaginations and language abilities, and sparks their enthusiasm for continued personal development and discovery. This class may also serve as a practical guide for classroom teachers, recreational leaders, and others who want to design and construct creative drama activities in a variety of subject areas and need help in getting started.

HD675

3 credits

Advanced Studies in Arts and Social Change

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

HD677

3 credits

Advanced Studies in The Community as Classroom: Forging Connections Through the Arts

Incorporating scholarship and methodologies from visual and performing arts, folklore, oral history and intergenerational programs, students will design ways to integrate the rich resources of local communities into classrooms and institutions to encourage exploration and discovery. Curriculum will include visits to studios of local artists, who will help students evaluate technical application in the arts through a variety of media.

- HD680** **0 credits**
Introduction to Pacific Oaks Pedagogy
A weekend workshop designed to provide an overview of Pacific Oaks Pedagogy with special attention to: 1. participation, 2. critical thinking, 3. writing, and 4. presentations. The implementation of Pacific Oaks' mission statement throughout the curriculum is also reviewed. Opportunities for exploration, discovery, reflections are utilized in order to familiarize students with skills to enhance their engagement with course concepts, dynamics and material.
- HD684** **3 credits**
Thesis Development
Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis. They will learn to organize their writing, develop themes, review technical writing skills and practice editing thesis and proposal material. Students must present a draft proposal for review to complete this class. Thesis Development is also offered in this modular format online.
- HD685** **1 credit**
Thesis Development A
Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis.
- HD686** **1 credit**
Thesis Development B
Students will initiate literature searches and develop and pilot their methodology.
Prerequisite: HD 685, or waiver.
- HD687** **1 credit**
Thesis Development C
Students will learn to organize their writing, develop themes, review technical writing skills and practice editing thesis and proposal.
- HD689** **0 credits**
Thesis Support Group
An online facilitated group providing mutual support in thesis writing. This group is ongoing and may be joined at any time.
- HD690** **0 credits**
Thesis Workshop
This course provides support during thesis writing by linking course work to the thesis process through fieldwork/data gathering and theory work/literature review. It also supports the integration of all thesis chapter material into a final document.
Prerequisite: HD 684 Thesis Development or equivalents.

HD691 **0 credits**
Pacific Oaks Online Orientation
Required of all new online students. Must be completed before your class begins.

HD692 **1-4 credits**
Independent Study
Independent study requires that a student design a project of one to six months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Classes offered at Pacific Oaks may not be taken for independent study. Please refer to the Schedule of Classes for registration deadlines.

HD695 **1-4 credits**
Special Topics
Special interest classes. See current Schedule of Classes for specific description(s).

HD698 **1 credit**
Assessment of Experience
The graduate assessment course requires students to reflect, conceptualize, and clearly communicate what they have learned about human development from their life experience. Papers and presentations are the means by which this learning is documented. Papers must demonstrate a deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Final papers are a result of a process that requires writing multiple drafts. While much of this process is an individual one, an essential element of this class is to be an active and participating member of the learning community. Fundamental to the assessment process is the ability to give and receive feedback. The course gives half time graduate standing to the student regardless of the number of credits for which the student is registered in that semester.

HD699 **4 credits**
Thesis/Master's Project
First semester of Thesis work. If the student does not complete the thesis in the initial semester of registration, then they must enroll in HD-699C (0 unit) Thesis Completion. Course is for 4 credits but bills at 3 credits

HD699C **0 credits**
Thesis Continuation
Required registration for all students completing a thesis project who have previously registered for HD 699 but not yet completed the thesis/project. This course number is for zero credits per semester and carries a class fee. Students must be actively registered for HD 699 OR HD 699C in the semester in which they complete their Thesis/Project in order to receive credit for the thesis.
Course Prerequisite: HD699 Thesis Completion

MARITAL AND FAMILY THERAPY

MFT500

3 credits

The Interface of Society and Human Development

This course integrates a variety of theories of human development, with a variety of societal issues, forces and dynamics, including politics, economics, globalization, race, culture, gender, class, sex, sexual orientation, physical or mental ability, privilege and oppression. Using the class participants' lived experiences and critical thinking, along side classic and contemporary texts, the course will explore if, how, and to what extent, society impacts, influences or shapes human development, identity and life choices, and in turn becomes a possible significant factor in the development of mental health stressors, issues, symptoms and needs in individuals and families. This class will develop skills that promote civic empowerment and responsibility in individuals and that enhance and promote social change, as well as develop basic research skills in addressing relevant societal concerns.

MFT504

3 credits

Latina/Latino History and Culture

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

MFT505

3 credits

Communication and Counseling Skills

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

MFT510

3 credits

Personality Theories and Clinical Intervention

This course is designed to explore the various personality theories and develop a beginning understanding of these through an application in psychotherapy. An overview of psychological testing will be introduced. This class meets the Board of Behavioral Sciences (BBS) requirement for the California MFT license.

MFT511

3 credits

African American History and Culture

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

MFT513

3 credits

African American Psychology

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

MFT-515

3 credits

African American Family & Child

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

MFT519

2 credits

Advocacy in the African American Community

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

MFT520

3 credits

Theories of MFT

This course will review the major psychotherapeutic approaches in marital and family therapy. There will be a focus on interpersonal theories, family systems theories, and feminist theory and how each informs work with individuals, couples, families, and children. The class will present an inclusive framework, so that students develop competency working with bicultural populations.

MFT524

3 credits

Latina/Latino Family Systems

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

care, myths, taboos, and traditions will be included in developing a framework in which to understand Latina/Latino families.

MFT530

3 credits

Clinical Theories of Child Development

Designed to provide the student with a basic understanding of clinical theories and clinical child development. Class will integrate the physical, social, emotional and cognitive aspects of development and how they manifest intrapsychically and interpersonally. Theoretical material will include elements of ego psychology, object relations, self psychology, attachment theory, and infant and child research. Readings will be taken from the writings of Freud, Winnicott, Mahler, Bowlby, Kohut, Erikson, Piaget and Stern among others. Learning tasks will consist of reading and discussion, assigned observation of children, modeling and role playing, and viewing of films. Prerequisite: MFT510 Personality Theories.

MFT531

1 credit

Domestic Violence

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

MFT534

2 credits

Historical Trauma

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

MFT541

1 credit

Introduction to Trauma

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

MFT542A**2 credits****Substance Abuse, The Individual, and Family Dynamics**

This course will introduce the student to the scope and depth of substance abuse and dependence as a biochemical and psychological addiction and its impact on the individual and the family. Pathogenic sources, therapeutic issues and treatment interventions associated with alcoholism and substance abuse in relation to culture, gender, interpersonal and family dynamics will be examined. Childhood and adolescent developmental issues in relation to families and substance abuse will be presented. The neurological effects of psychoactive drugs on the brain and how these biological changes impact affect, mood and behavior will be explored. This course will examine both theory and clinical practice. MFT requirement for graduation; registration preference given to MFT students.

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

MFT549**2 credits****Theories and Applications of Psychological Testing**

This course introduces psychological assessment, testing, and procedures bias testing will be explored and strategies for collaboration with other mental health providers will be discussed.

MFT550**3 credits****Psychopathology of Adulthood**

A general view of the various definitions and forms of psychopathology is presented in a historical, sociopolitical and cross-cultural perspective. The purpose and history of various diagnostic systems will be discussed. Using the current DSM IV classification as the main paradigm as the main paradigm, Focus will be on building a cognitive diagnostic competence of, as well as an effective understanding of the various mental health disorders. Some of the main psychiatric testing tools will be examined.

Prerequisite: MFT510 Personality Theories, MFT520 MFT Theories, and MFT505 Communication and Counseling Skills

MFT551**1 credit****Human Sexuality and Sexism**

This course focuses on issues related to human sexuality and sexism in psychotherapeutic settings. This course will also explore the students psychosexual attitudes and mores in preparation for their work as mental health providers. This class is designed to meet the requirement for the California MFT license.

MFT552**2 credits****Professional Ethics and the Law**

The class reviews the following areas: 1. Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice; 2. The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage, family, and child counseling, including family law; 3. The current legal patterns and trends in the mental health profession; 4. The psychotherapist/patient privilege, confidentiality, including issues related to a patient being dangerous to self or others and the treatment of minors with and without

parental consent; 5. A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics. This class meets the BBS requirements for the California MFT license.

MFT554

3 credits

Latina/Latino Psychology

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

MFT560

3 credits

Psychopathology of Childhood and Adolescence

This class will examine the psychopathology of infancy, childhood and adolescence within a biopsychological, developmental, sociopolitical and family systems perspective. It will address challenges that children, adolescents and their families face that require direct and specialized mental health and social services alongside the appropriate educational services. This course overviews clinical diagnosis using the DSM-IV therapy system, as well as other assessment approaches.

Prerequisite: MFT530 Clinical Theories of Child Development.

MFT561

1 credit

Child Abuse Assessment and Reporting

This course includes the study of the assessment and method of reporting sexual assault, general neglect, severe neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury and abuse in out-of-home care. Physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities of reporting, consequences of failure to report, caring for a child's needs after report is made, and implications and methods of treatment for children and adults are also included. This course provides BBS training requirement for the California MFT license.

MFT562

2 credits

Research Design and Methods

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

MFT568**3 credits****Research Methods & Critical Analysis**

This course will focus on developing the competencies needed to review and understand professional research literature conducted on clinical issues. Students will review clinical research studies and develop the critical thinking skills needed to evaluate research studies and identify bias in research. Students will prepare a brief review of literature on a clinical topic of interest. In their work for this course students are expected to demonstrate an understanding of APA format.

MFT572**2 credits****Thesis Proposal**

The goal of this course is to help the graduate student choose an appropriate thesis topic, frame the research question to fit the developmental needs and goals of the Master's Thesis and complete the Master's Thesis Proposal. The course is designed to address the research needs of the emerging mental health professional. The Thesis Proposal will include initial drafts of the Introduction and Methodology chapters, an outline and partial draft of the Literature Review Chapter, and a Pilot Study of the Methodology.

Prerequisite: MFT562 Research Methods

MFT582**0 credits****Master's Thesis Completion**

In this ultimate segment of the Master's Thesis process, the mental health research student forms the Master's Thesis Committee, receives approval for Advancement Candidacy, and completes the Thesis with the Committee's guidance, support and approval. This includes both limited class time and independent study. If the student does not complete the thesis, the student must register for MFT582C Thesis Continuation (0 credits) for each subsequent semester until completion. MFT582C has a fee equal to one half of the normal charge for a 1 credit course.

Prerequisite: Completion of MFT562 Research Methods and MFT572 Thesis Proposal.

MFT582C**0 credits****Thesis Continuation**

Required for all students working on completing their thesis after they have completed MFT582. This course carries a fee of one half of the normal charge for a 1 credit course. The student must be enrolled in this course during the semester they complete and submit their thesis.

Prerequisite: MFT582 Master's Thesis Completion

MFT585**3 credits****Clinical Skills in Family Therapy**

This is a course for advanced students focusing on the clinical aspects in the practice of family therapy. It will provide a brief overview of family therapy and will concentrate on the experiential learning of basic family therapy skills. This class is designed to provide students with direct experiences of the family therapy milieu in the initial session/treatment alliance phase of therapy via observation and role play; assist in the development of a working knowledge of the clinical skills of family interview, joining, problem formulation, treatment contract, and family case presentation; further the

students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment; and contribute to the development of a personal conceptualization of the process of psychotherapy.

Prerequisite: MFT520 Theories of Marriage, Family and Child Counseling, MFT510 Personality Theories, MFT505 Communication and Counseling Skills.

MFT591

1-3 credits

Independent Study

Independent Study requires that a student design a project of one to 6 months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Classes offered at Pacific Oaks may not be taken for Independent Study.

Please refer to the Schedule of Classes for registration deadlines.

MFT595

3 credits

Therapy with Children

This course will provide an overview of the knowledge base and an introduction to the clinical skills of child therapy. The public and private mental health systems, levels of care, range of child therapy settings, and barriers to access will be discussed. An understanding of migration, class, crosscultural and intra-cultural variations in normative child and family functioning will be integrated with the development of child evaluation and treatment skills. Multiple theoretical perspectives of child therapy will be considered. The major childhood disorders will be reviewed and applied to specific case material. The range of modalities utilized in child therapy will be explored with special emphasis on the use of play therapy. Clinical assessment and treatment of the child in socio-cultural context will be the focus of practice skills development. Clinical issues in child therapy with special populations will be presented.

Prerequisite: MFT530 Clinical Theories of Child Development, MFT520 Theories of Marriage, Family and Child Counseling, MFT510 Personality Theories.

MFT622

2 credits

Couples Therapy

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

Prerequisites: MFT505 Communication and Counseling Skills; MFT510 Personality Theories and Clinical Interventions

MFT624

2 credits

Advocacy and Community Mental Health in the Latina/Latino Community

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

MFT630**3 credits****Clinical Portfolio: MFT Theory & Practice**

This course provides a comprehensive review that integrates the student's understanding of theory and its application in clinical practice. The student's portfolio project will demonstrate their capacity to apply critical thinking to theory, identify and articulate their role as a therapist, work with families, demonstrate documentation skills, and capacity to connect people with resources that deliver quality services.

MFT632**2 credits****Psycho-pharmacology**

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

MFT642**2 credits****Group Therapy**

This course provides an overview of Group Therapy theories and practice with an experiential training component. It will include an examination of group practice with individuals, families, adolescents and children. The course will survey the wide range of populations and problems for which group work is applicable.

Prerequisite: MFT505 Communication & Counseling Skills AND MFT520 Theories of MFT AND MFT510 Personality Theories & Clinical Intervention

MFT650**3 credits****Cross-Cultural Mores and Values**

This course is designed to consider and present a conceptual framework for review and incorporation of sociocultural factors into clinical and communication theories and practices. Specific cultural content (with emphasis on family history, structures, dynamics, values, mores, adaptive strengths, and coping styles) and socio-political constraints on human development (with emphasis on racism and normative value psychology) will be examined. The importance of racial/ethnic identity is highlighted as the core of one's self-identity. The objective of the course is to develop knowledge of and sensitivity to cultural differences.

Prerequisite: MFT500 The Interface of Society and Human Development and HD562, Advanced Studies in Diversity.

MFT651**2 credits****Practicum A**

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

MFT663**2 credits****MFT Practicum B**

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

MFT672**2 credits****Practicum C**

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

MFT684**0 credits****Practicum D**

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

Prerequisite: MFT651 Practicum A AND MFT663 Practicum B AND MFT672 Practicum C

SPECIAL EDUCATION**SPED330****3 credits****The Child with Special Needs: An Interdisciplinary Perspective**

Designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. The following areas will be addressed:

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

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

SPED340**3 credits****Behavior Intervention and Program Planning for Students with Special Needs**

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

SPED350**3 credits****Collaboration and Communication Skills for Special Educators**

This course explores the spectrum of interpersonal and interactive learning skills required of the special educator. Emphasis will be placed on effective communication strategies for students with disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other IEP team members to develop, implement, and evaluate individual student programs, including transition plans. Counseling strategies to enhance the parent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations, will be integrated throughout the course.

SPED360**4 credits****Instructing and Assessing Students with Mild to Moderate Disabilities**

This course examines principles and techniques for assessing academic progress and addresses the design of instruction and selection of curriculum materials for students and young adults with mild to moderate disabilities. Class work will include observing and learning from practicing special education teachers. (Fifteen hours of fieldwork/observation is required at 2 different age levels.) Emphasis will be placed on collecting data from many sources, and interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed.

SPED390**6 credits****Education Specialist Credential (ESC) Directed Teaching Placement and Seminar**

Directed Teaching is a 15-week student teaching experience in a Special Day Class or program for students placement is accompanied by a seminar which meets at regular intervals to discuss experiences with other student teachers and to refine skills in the following areas:

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

SPED492**1-4 credits****Independent Study**

This course allows students to individualize competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the academic calendar for registration deadlines.

SPED495**1 credit****Intern Seminar**

This course requires that students have an intern credential which authorizes them to be the teacher of record in a classroom while completing their credential requirements. Students attend a seminar with other fieldwork students and complete various assignments that allow them to reflect upon and refine their teaching practice. A number of issues as they affect children, classrooms, schools and the community will be explored.

SPED500**1 credit****Introduction to the Teacher Education Program**

This seminar provides an overview of the Teacher Education program and the requirements for earning a Preliminary Multiple Subject English Learner Credential (MSEL/2042) and Education Specialist, Mild/Moderate Level I Credential. Students will learn about the guiding principles and constructivist framework of the program. Students will be introduced to the Teaching Performance Expectations (TPE's) as an accountability tool. In addition, they will become familiarized with the assessment process in the program, which includes the Teaching Performance Assessment (TPA's) and the Portfolio Assessment System.

SPED530**3 credits****The Child with Special Needs: An Interdisciplinary Perspective**

This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. The following areas will be addressed: 1. Knowledge of, and sensitivity toward, people with disabilities

2. Knowledge of federal/state mandates for educating students with disabilities;
3. Identification and screening of a child with special needs;
4. Involvement of parents in the process of meeting student needs;

5. Collaboration with other professionals to identify appropriate interventions;
6. Application of methods used to modify the curriculum and accommodate various learning styles; and
7. Accessing educational and community resources such as assistive technology, career and vocational education.

SPED540**3 credits****Behavior Intervention and Program Planning for Students with Special Needs**

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

SPED550**3 credits****Collaboration and Communication Skills for Special Educators**

This course explores the spectrum of interpersonal and interactive learning skills required of the special educator. Emphasis will be placed on effective communication strategies for students with disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other Individualized Educational Program (IEP) team members to develop, implement, and evaluate individual student programs, including transition plans. Counseling strategies to enhance the parent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations, will be integrated throughout the course. This course meets the communication competency requirement for HD degrees.

SPED560**4 credits****Instructing and Assessing Students with Mild to Moderate Disabilities**

This course examines principles and techniques for assessing academic progress and addresses the design of instruction and selection of curriculum materials for students and young adults with mild to moderate disabilities. Class work will include observing and learning from practicing special education teachers. (Fifteen hours of fieldwork/observation is required at 2 different age levels.) Emphasis will be placed on collecting data from many sources, and interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed.

SPED590**6 credits****Education Specialist Credential (ESC) Directed Teaching Placement and Seminar**

Directed Teaching is a 15-week student teaching experience in a Special Day Class or program for students placement is accompanied by a seminar which meets at regular

intervals to discuss experiences with other student teachers and to refine skills in the following areas:

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

SPED600

2 credits

Induction Seminar A: Developing an Induction Plan

This seminar provides guidance, support, and assistance to beginning special educators working on their Professional Level II Induction Plan (IIP). Candidates reflect on their current practice in the classroom and assess their strengths and needs based on the state and national standards for the profession. Individual professional development goals are established collaboratively with the school districts support and the college advisor. The strategies to achieve these goals become an action plan that outlines the requirements and opportunities for coursework, support, and professional development. These opportunities offer candidates the chance to pursue specific topics which reflect their own interests and values. Note: The IIP requires an additional 3-unit elective course or 45 hours of non-college activities as options for professional development which must have prior approval as part of the IIP.

SPED610

3 credits

Applied Issues in Special Education

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

SPED620

3 credits

Special Education Law

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

SPED630

4 credits

Advanced Strategies for Teaching Students with Mild/Moderate Disabilities

This course will focus on 3 dynamic aspects of successful teaching practice: assessment, instruction, and behavior management, in relation to creating classroom communities which reflect the complex interaction between the student, the teacher,

and the environment. Advanced collaboration and consultation skills will be woven throughout all 3 topics. Personal reflections and case studies will be used in designing instructional strategies which are both cognitive and affective, and which encourage engagement in the learning process. Evaluating instructional practices will also be covered.

SPED640

3 credits

Assistive Technology & Transition

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

SPED650

2 credits

Induction Seminar B: Evaluating the Induction Plan

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

SPED692

0 credits

Independent Study

Available for students in the Education Specialist Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

SPED695

1 credit

Intern Seminar

This course requires that students have an intern credential which authorizes them to be the teacher of record in a classroom while completing their credential requirements. Students attend a seminar with other fieldwork students and complete various assignments that allow them to reflect upon and refine their teaching practice. A number of issues as they affect children, classrooms, schools and the community will be explored.