



2011-2012 Academic Catalog and Student Handbook with Addendum

Effective Date: August 27, 2011

Pacific Oaks College
5 Westmoreland Place
Pasadena, CA 91103

Admissions (877) 314-2380

E-mail: admissions@pacificoaks.edu

Website

www.pacificoaks.edu

Introduction & General Information

- Catalog Notice
- Definitions
- Mission Statement
- Vision
- Values, Goals, and Objectives
- Institutional Core Competencies
- Accreditation
- Governing Board Information
- Board of Trustees

Catalog 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 one or more years must re-apply for admission and 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.

Definitions

- When used in this document Pacific Oaks College and Children School may be referred to as "Pacific Oaks", "Pacific Oaks College" "PO" or the "Children's School ."
- "Student" refers to all individuals taking courses from Pacific Oaks College, on a full time or part-time basis.
- "Policies" are defined as Pacific Oaks written regulations found in, but not limited to the Academic Catalog & Student Handbook, Policy Manuals and Pacific Oak's official school website.
- When used in this document, "session" refers to 7 ½ weeks and "semester" refers to 15 weeks.

Mission Statement

(Approved by the Board of Trustees on May 6, 2011)

Grounded in its social justice heritage, Pacific Oaks College prepares students to be culturally intelligent agents of change serving diverse communities in the fields of human development, education, and related family studies.

Vision

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

Values, Goals, and Objectives

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

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 Quaker 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 within the School of Human Development and Family Studies and the School of Education is organized around five 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.

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 College is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001. It has been accredited since 1959. For additional information see www.wascsenior.org

Governing Board Information

Board of Trustees

Dorothy Farris (Chair)

Jerry Mandel, Ph.D. (Vice Chair)

Michael Horowitz, Ph.D.

Mary Turner Pattiz, Psy.D.

Olin Barrett, M.B.A

Norris Bernstein

Dean Chung, M.B.A.

Allison Shearmur, J.D.

Devy Schonfeld, M.B.A.

Joe Layng, Ph.D.

Admission Requirements

UNDERGRADUATE ADMISSIONS

- Enrollment Status Requirements
- General Education Requirements
- Transfer Policy
- Earning Credit through Life Experience (CLE)

School Of Human Development & Family Studies

- B.A.in Human Development

School of Education

- B.A. in Early Childhood Education
- B.A in Early Childhood Education w/Preliminary Multiple Subject Credential
- B.A. in Early Childhood Education w/Dual Credential
- Preliminary Multiple Subject Credential
- Preliminary Education Specialist Credential
- Intern Program

Online Programs

- B.A. Completion in Early Childhood Education
- B.A. Completion in Human Development

GRADUATE ADMISSIONS

- Enrollment Status Requirements
- Admission through Life Experience (CLE)
- Graduate Admission for Pacific Oaks B.A. Students

School Of Human Development & Family Studies

- M.A. in Human Development
- M.A. in Marital & Family Therapy (MFT)

School of Education

- M.A. in Education with Preliminary Multiple Subject Learner Credential
- M.A. in Education with Preliminary Education Specialist Credential
- M.A. in Early Childhood Education

Admission to Post Graduate Certificate in Human Development

Other Admissions Requirements

- Admission by Associates Degree
- International Student Admission
- Matriculation Policies
- Non-matriculating Student Status
- Applicant Notification
- Re-Admission
- Reapplication for Admission after Denial Decision

Undergraduate Admissions

Pacific Oaks offers upper division courses at the undergraduate level. 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

Full-Time and Part-Time at Pacific Oaks College is defined as follows:

	Full-Time	Part-Time	Less than half time
Fall	12+ units	6-11 units	5 or fewer units
Spring	12+ units	6-11 units	5 or fewer units
Summer	6+ units	3-5 units	2 or fewer units

General Education Requirements

Requirements for traditional admission to B.A. degree programs include completion of a minimum of 60 semester credits from a regionally accredited institution with a grade of “C” or higher or an Associate’s degree from a regionally accredited institution, preferably in Child Development or Early Childhood Education. Associate degrees from vocational programs are not 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 who require additional units to meet specific general education requirements may take College Level Exam Program (CLEP) tests to earn college credit. Pacific Oaks accepts CLEP units according to the credit recommendations set forth by the American Council on Education (ACE). Pacific Oaks accepts a maximum of 30 semester units of CLEP credit towards the BA admissions requirement.

Pacific Oaks College accepts a maximum of 30 semester units of Extension credit from regionally accredited colleges and universities toward the admissions requirement. Continuing Education Units (CEUs) are not accepted.

Students admitted with any general education deficiencies, necessary to meet the minimum

60 units required for admission, must submit an official transcript to the Registrar's Office showing proof that the contingency has been satisfied prior to the final semester of enrollment at Pacific Oaks.

Contact the Admissions Office at 877-314-2380 for more information on the above.

Transfer Policy for Undergraduate Coursework

Applicants may transfer up to 30 semester units (beyond the 60 semester units required for admission) toward degree requirements. Please refer to the section on Academic Programs for additional details regarding transfer credit. Transfer coursework must be approved by the School into which the credit is being transferred.

Earning Credit through 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 towards earning a bachelor's degree in Human Development. For students who successfully complete a three-credit "Reflections on Life Experience" course HD 489, a one-credit HD 499 lab, qualify for the full 30 life experience credits, and meet the other application criteria, the requirement of a B.A. degree may be waived for admission into the Marital and Family Therapy, M.A. or Human Development, M.A. programs through the CLE Bachelor Waiver Option.

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

School of Human Development & Family Studies

Bachelor of Arts in Human Development

Admission Standards:

-
- Demonstrated commitment to the mission and values of Pacific Oaks College
 - Associate's degree from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study

OR

Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0 and meet the following course requirements:

- Humanities and the Arts (9 units)
- Science and Math (9 units)
- Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
- Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

Please note: Prior coursework will be evaluated as part of the admissions process.

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From All Institutions Attended

School of Education

Bachelor of Arts in Early Childhood Education

Admission Standards:

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Associate's degree from a regionally accredited non-vocational, approved academic area of study

OR

Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0 and meet the following course requirements:

- Humanity and the Arts (9 units)
- Science and Math (9 units)
- Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
- Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

Please note: Prior coursework will be evaluated as part of the admissions process.

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II

-
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From All Institutions Attended

Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Credential (California)

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successfully complete CBEST (California Basic Educational Skills Test)
- Associate's degree from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study

OR

Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0 and meet the following course requirements:

- Humanity and the Arts (9 units)
- Science and Math (9 units)
- Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
- Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

Please note: Prior coursework will be evaluated as part of the admissions process.

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From All Institutions Attended

Bachelor of Arts in Early Childhood Education with Dual Credential: Preliminary Education Specialist Credential and Preliminary Multiple Subject Credential (California)

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successfully complete CBEST (California Basic Educational Skills Test)
- Associate's degree from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study

OR

Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0 and meet the following course requirements:

- Humanity and the Arts (9 units)
- Science and Math (9 units)
- Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
- Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

Please note: Prior coursework will be evaluated as part of the admissions process.

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From All Institutions Attended

Preliminary Multiple Subject Credential (California)

Admission Standards:

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successful completion of a Bachelor's degree from a regionally accredited institution

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission

-
- Application Fee
 - Resume
 - Personal Statement
 - Official Transcripts From the Bachelor Degree Granting Institution
 - Official CBEST (California Basic Educational Skills Test)
 - 1-Letter of recommendation if GPA is below a 2.50

Preliminary Education Specialist Credential (California)

Admission Standards:

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successful completion of a Bachelor's degree from a regionally accredited institution

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From the Bachelor Degree Granting Institution
- Official CBEST (California Basic Educational Skills Test)
- 1-Letter of recommendation if GPA is below a 2.50

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.
-

Graduate Admissions

Application to Pacific Oaks College’s graduate programs is open to any person who has earned a bachelor’s degree from a regionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission are: completion of a bachelor’s degree from a regionally accredited institution, the required admission essay, professional or volunteer experience, and demonstrated commitment to the mission and values of Pacific Oaks College.

The Graduate Record Examination (GRE) is not required; however, students who have taken the exam may submit their scores to enhance their application. Scores should be sent directly to the school for consideration. Please see the application for detailed instructions and information regarding application requirements and application deadlines. Applications must be submitted with a \$55.00 (USD) application fee in order to be evaluated. Applicants may [apply online](#) or [download an application](#) from the school website.

Enrollment Status Requirements

Enrollment at Pacific Oaks College is defined as follows:

	Full-Time	Part-Time	Less than half time
Fall	8+ units	4-7 units	3 or less units
Spring	8+ units	4-7 units	3 or less units
Summer	6+ units	3-5 units	2 or less units

Waiving the Bachelor Degree Admission Requirement through 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.

The bachelor degree requirement for admission into the MA in Human Development or MA in Marital and Family Therapy programs may be waived through the successful completion of the Credit for Life Experience (CLE) Bachelor Waiver option. To qualify for the bachelor waiver you must be accepted into the BA in Human Development program and satisfy additional requirements for the CLE Bachelor Waiver option. More information about the CLE program can be obtained on the school website or the Office of Admissions.

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

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.

School Of Human Development & Family Studies

Master of Arts in Human Development

Admissions Standards:

- Successful completion of a Bachelor's degree for a regionally accredited institution*
- Demonstrated commitment to the mission and values of Pacific Oaks College

**Please note: Pacific Oaks offers a Bachelor Waiver program, allowing students to waive this requirement.*

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II

-
- Summer Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From the Bachelor Degree Granting Institution

Master of Arts in Marital & Family Therapy (MFT)

Admission Requirements:

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.

Students are required to declare the Latino/a Family Studies specialization at the time of admission. Students may choose to pursue African American Family Studies specialization at any time. Six additional units are required to complete a specialization.

Students are allowed to petition up to 15 transfer units of course work completed from an institution approved by the Board of Behavioral Sciences and is regionally accredited.

Admissions Standards:

- Successful completion of a Bachelor's degree for a regionally accredited institution*
- Demonstrated commitment to the mission and values of Pacific Oaks College

**Please note: Pacific Oaks offers a Bachelor Waiver program, allowing students to waive this requirement.*

Number of Admit Terms Per Year:

Ground

- Fall 1, Spring 1, Summer 1*
- Fall 1 Only: Latino/a Family Studies

** Please note: The MFT program is designed for a fall start. Students who begin in spring and summer may be required to take a modified schedule for a limited number of terms.*

Application Requirements:

-
- Completed Application
 - Application Fee
 - Resume
 - Personal Statement
 - Official Transcripts From The Bachelor Degree Granting Institution
 - Two letters of recommendation; one must be from current or previous supervisor
 - Interview
 - Essay

School of Education

Master of Arts in Education with Preliminary Multiple Subject Learner Credential

Admissions Standards:

- Successful completion of a Bachelor's degree from a regionally accredited institution
- Demonstrated commitment to the mission and values of Pacific Oaks College

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application
- Application Fee

-
- Resume
 - Personal Statement
 - Official Transcripts From The Bachelor Degree Granting Institution
 - Official CBEST (California Basic Educational Skills Test)
 - 1-Letter of recommendation required if GPA is below a 2.50

Master of Arts in Education with Preliminary Education Specialist Credential

Admissions Standards:

- Successful completion of a Bachelor's degree from a regionally accredited institution
- Demonstrated commitment to the mission and values of Pacific Oaks College

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From The Bachelor Degree Granting Institution
- Official CBEST (California Basic Educational Skills Test)
- 1-Letter of recommendation required if GPA is below a 2.50

Master of Arts in Early Childhood Education

Admissions Standards:

-
- Demonstrated commitment to the mission and values of Pacific Oaks College
 - Successful completion of a Bachelor's degree from a regionally accredited institution in Early Childhood Education or Child Development*
 - Minimum 5 years of practical experience

** Students who do not have a BA in either Early Childhood Education or Child Development are admitted with contingencies. Students will be required to demonstrate:*

1. A minimum of five years of practical experience
and
2. Successful completion of ECE 560 Social, Emotional, and Moral Development in Early Childhood Education (3) and ECE 550 Inquiry in Context (3)
or
3. Completion of approved courses from a regionally accredited college/university.

Number of Admit Terms Per Year:

Ground

- Fall
- Spring
- Summer

Online

- Fall Sessions I & II
- Spring Sessions I & II
- Summer Sessions I & II

Application Requirements:

- Completed Application
- Application Fee
- Resume
- Personal Statement
- Official Transcripts From Bachelor Degree Granting Institution
- Letter of Recommendation required for students with cumulative GPA below 2.5

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

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 semester units of coursework in Human Development at Pacific Oaks College. The program is available online as well as face-to-face.

Additional Admission Requirements

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.

Matriculation Policies

Students admitted/readmitted for Fall 2011, Spring 2012, and Summer 2012 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 877.314.2380. Applicants must be high school graduates or have a GED.

Applicant Notification

Pacific Oaks College reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Academic Department and applicants will be notified regarding the admission decision.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of \$100 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Re-Admission

Students applying for re-admission (those not enrolled for 1 or more years) must submit a new application for admission, resubmit application documents, meet program admission 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. To begin the Re-Entry process, please contact the Office of the Registrar.

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 course-work, evidence of improved writing skills, etc.). Reconsideration of applications without additional information will not be conducted.

School of Human Development & Family Studies

Bachelor of Arts in Human Development

The B.A. Completion 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.

Locations: Pasadena, Chico*, Sacramento*, Santa Cruz*, Salinas*, Online

Philosophy

The Human Development Department exists to foster individual growth and prepare students to become responsible child and family/human service professionals whose practice and understanding reflect Pacific Oaks' mission to promote the principles of social justice, advocacy, respect for diversity and the uniqueness of each person.

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.

Transfer Credit

A maximum of 30 transfer units will be considered for acceptance beyond the 60 credits required for admission. A grade of “C” or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the admissions office at the time of application to be considered for transfer units.

Earning Credit through 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 towards earning a bachelor’s degree in Human Development, through the CLE Bachelor Completion Option.

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

Residency Requirement

It is expected that students will fulfill a minimum of 30 units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The B.A. in Human Development is a bachelor completion program. In order to complete the degree requirements for the program, a total of 60 units must be completed in addition to the 60 general education units required for admission (120 units total for bachelor degree).

Fieldwork Requirements

Each specialization has specific fieldwork requirements. Fieldwork ranges from classroom observations at various developmental levels (e.g. infant/toddler, primary, adolescent) to completion of fieldwork related projects at the student's place of employment.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the bachelor of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in **good standing** in their program for the bachelor's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation.

Length of Program

- Part Time Ground – 40 months/10 semesters
- Full Time Ground – 20 months/5 semesters
- Part Time Online – 40 months/10 semesters
- Full Time Online – 20 months/ 5 semesters

**Important note: Actual program length will be shortened by the number transfer units and/or Credit for Life Experience units earned by the student, and therefore the program can be completed in as a little as 10 months.*

Course Length

Ground:

-
- Varies between 7½ weeks and 15 weeks with the majority of courses in Pasadena offered in 15 week format and the majority of instructional site courses offered in 7½ week format. A limited number of courses are also offered in one-week intensive format, generally in the summer.

Online:

- Exclusively 7½ weeks

Please note: Students register by semester for all courses/sessions in that semester.

Course Scheduling

Classes generally meet in one of three schedule patterns:

Ground

- Day – Monday through Thursday with classes generally running between 10:00am and 4:00pm
- Evenings – Monday through Thursday with classes beginning at 4:00 or 7:00pm
- Weekend – All day classes Saturday and Sunday three weekends of the term, generally once per month; ideal for long distance commuters.

Online – Asynchronous

Hybrid option– Students choose from among all available schedules (on-ground and online)

Please note: Instructional sites run only on weekends (Saturday and Sunday).

Instructional Sites and Online Learning

Human Development, sponsor degree programs in California outside of Pasadena at Instructional Sites. (Site locations can be found on the website).

Online Learning:

Baccalaureate and Master of Arts can be taken in a fully online format. Online courses are delivered in 7½ week sessions. There are two sessions in each 15-week semester.

B.A. Human Development Core Curriculum

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a "C" or higher.

Development

Complete 3 units from the following:

- HD 300 - Early Childhood Themes and Life Cycle Issues (3)

Diversity

Complete 4 units from the following:

- HD 361 - Social and Political Contexts of Human Development (3)
- HD 372A - Seminars in Bicultural Development and Education: Biculturalism (1)

Praxis

Complete 3 units from the following:

- HD 400 - Working with Children in a Diverse World (3)
- HD 402 - Working with Families in a Diverse World (3)
- HD 405 - Developmental Education (3)
- HD 406 - Emergent Curriculum: Reflecting Learner Lives (3)
- HD 411 - Working with Adults (3)
- HD 416 - Leadership in Education (3)

Communication

Complete 3 units from the following:

- HD 341 - Communication For Empowerment (3)
- HD 350 - Communication and the Life Cycle (3)
- HD 351 - Conflict Resolution and Mediation (3)
- SPED 350 - Collaboration and Communication Skills for Special Educators (3)

OR

- HD 345 - Communication For Empowerment: Online (1)
- HD 346 - Communication For Empowerment: In the Life Cycle (1)
- HD 347 - Communication For Empowerment: In Culture (1)

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

Specializations

The following specializations are offered within the B.A. degree: Generalist, Developmental Education, Early Childhood Development, Social Change, Therapeutic Companion, and Infant/Toddler Development. Students may specialize in more than one area. Each specialization has its own specific requirements which are outlined below. Other classes may be added with approval of the advisor. Instructional sites and other off-campus academic centers: see your advisor for alternative courses specific to your location.

Areas of Specialization

The B.A. in Human Development program offers various specializations. Limited specializations are available at the instructional sites and online. All specializations are offered in Pasadena.

- Generalist (Available Online)
- Developmental Education (Not Available Online)
- Early Childhood Development (Not Available Online)
- Social Change (Available Online)
- Infant/Toddler Development (Not Available Online)
- Therapeutic Companion (Available Online)

Generalist Specialization

This program of study is designed for students who wish to pursue a broad-based approach to the study of human development.

Complete 3 units from the following:

- HD 371 - Working with Bicultural Children (3)
- HD 391 - Implementing Anti-Bias Curriculum (3)
- HD 400 - Working with Children in a Diverse World (3)
- HD 405 - Developmental Education (3)

Observation

Complete 3 units from the following:

- HD 305 - Cognitive Development: How Children Learn (3)
- HD 306 - Play in Childhood (3)
- HD 315 - The Art of Observation (3)

-
- HD 364 - Community as a Context for Development (3)
 - HD 380 - Children's Autobiographical Narratives as Social Justice Curriculum (3)
 - HD 382 - Participatory Action Research (3)
 - HD 406 - Emergent Curriculum: Reflecting Learner Lives (3)
 - HD 430 - Play, Language and Literacy Development (3)
 - HD 450 - Reflective Teaching (3)
 - ED 320 - TEP Practicum A: Focus on the Classroom (1)*
 - ED 321 - TEP Practicum B: Focus on Learners (1)*
 - ED 322 - TEP Practicum C: Focus on Curriculum (1)*

**These courses are part of the fieldwork series, and must be completed in sequence. The whole series meets the fieldwork requirement for the Human Development B.A. or M.A.*

Electives

- Complete 11 units of electives from the HD or MFT departments.

Developmental Education Specialization

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

Complete 3 units from the following:

Group 1:

- HD 400 - Working with Children in a Diverse World (3)
- HD 402 - Working with Families in a Diverse World (3)

Complete 6 units from the following:

Group 2:

- HD 305 - Cognitive Development: How Children Learn (3)
- HD 306 - Play in Childhood (3)
- HD 315 - The Art of Observation (3)
- HD 320 - Contemporary Urban Adolescents (3)

-
- HD 364 - Community as a Context for Development (3)
 - HD 370 - Development of Bicultural Children (3)
 - HD 371 - Working with Bicultural Children (3)
 - HD 391 - Implementing Anti-Bias Curriculum (3)
 - HD 402 - Working with Families in a Diverse World (3)
 - HD 405 - Developmental Education (3)
 - HD 416 - Leadership in Education (3)
 - HD 425 - Intervention Models in Early Childhood Education (3)
 - HD 441 - Team Building for Early Childhood Educators and Parents (3)

Complete 3 units from the following:

Fieldwork

Document prior or current experience in four of the following developmental levels:

- Infants/Toddlers (under 2)
- Preschool (2-4)
- Kindergarten/Primary (4-6)
- Primary (6-9)
- Preadolescent (9-13)
- Adolescent (13-18)
- Young Adult (18-22)
- Adult (over 22)

Please see your advisor for details on the guidelines for documentation. Students may use 3 units of HD 450 Reflective Teaching to substitute for one or more of these levels.

Electives

- Complete 6 units of electives from the HD program.

Early Childhood Development Specialization

This specialization is designed for those who wish to increase their understanding of education across the lifespan in a developmental framework. In order to be eligible for admission to the specialization, a student must have prior-to-degree experience at four developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree.

Complete 3 units from the following:

Group 1

- HD 400 - Working with Children in a Diverse World (3)
- HD 405 - Developmental Education (3)
- HD 406 - Emergent Curriculum: Reflecting Learner Lives (3)

Complete 6 units from the following:

Group 2

- HD 305 - Cognitive Development: How Children Learn (3)
- HD 306 - Play in Childhood (3)
- HD 315 - The Art of Observation (3)
- HD 364 - Community as a Context for Development (3)
- HD 370 - Development of Bicultural Children (3)
- HD 371 - Working with Bicultural Children (3)
- HD 390 - Developing Anti-Bias Curriculum: Teaching our Values to our Children (3)
- HD 391 - Implementing Anti-Bias Curriculum (3)
- HD 402 - Working with Families in a Diverse World (3)
- HD 425 - Intervention Models in Early Childhood Education (3)
- HD 430 - Play, Language and Literacy Development (3)
- HD 440 - Models and Methods of Family/School Collaboration (3)
- HD 441 - Team Building for Early Childhood Educators and Parents (3)
- HD 445 - Writing Our Stories: Reflections on Literacy Development (3)

Complete 3 units from the following:

Fieldwork

Document prior or current experience in four of the following developmental levels:

- Infants/Toddlers (under two)
- Two year olds
- Three year olds
- Four to five year olds
- Six to eight year olds

-
- Parents of young children

Please see your advisor for details on the guidelines for documentation. Students may use 3 units of HD 450 Reflective Teaching to substitute for one or more of these levels.

Electives

- Complete 6 units of electives from the HD program.

Social Change Specialization

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Story-telling, dreaming, the arts, grant- writing, action research, the use of budgets and timelines, and autonomous community building are among the methods and mediums employed.

Complete 3 units from the following:

Group 1

- HD 381 - Human Development and Social Change (3)
- HD 383 - Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy (3)

Complete 3 units from the following:

Group 2 Fieldwork

- HD 364 - Community as a Context for Development (3)
- HD 380 - Children's Autobiographical Narratives as Social Justice Curriculum (3)
- HD 382 - Participatory Action Research (3)

Complete 3 units from the following:

Group 3

- HD 320 - Contemporary Urban Adolescents (3)
- HD 363 - Education for Critical Consciousness (3)

-
- HD 475 - Arts and Social Change (3)
 - HD 477 - The Community as Classroom: Forging Connections Through the Arts (3)

Electives

- Complete 8 credits of electives from the HD and MFT departments.

Infant Toddler Development Specialization

This specialization is designed for those students who have an interest in working with infants and toddlers. Parent education, child care, early intervention, and programs for the prenatally exposed are examples of the types of settings where students with this specialization might seek employment.

Complete 3 units from the following:

Implementation

- HD 391 - Implementing Anti-Bias Curriculum (3)
- HD 400 - Working with Children in a Diverse World (3)
- HD 405 - Developmental Education (3)

Complete 3 units from the following:

Fieldwork

- HD 450 – Reflective Teaching

Depth Knowledge

- HD 303 - The Earliest Years (3)
- HD 422 - Authentic Infant-Competent Child (3)

Complete 3 units from the following:

Electives

- HD 306 - Play in Childhood (3)
- HD 315 - The Art of Observation (3)
- HD 370 - Development of Bicultural Children (3)
- HD 390 - Developing Anti-Bias Curriculum: Teaching our Values to our Children (3)
- HD 425 - Intervention Models in Early Childhood Education (3)
- HD 440 - Models and Methods of Family/School Collaboration (3)

-
- HD 441 - Team Building for Early Childhood Educators and Parents (3)

Electives

- Complete 6 credits of electives from the HD or MFT departments.

Therapeutic Companion Specialization

The Therapeutic Companion Specialization will introduce students to the knowledge, skills and competencies required of an effective therapeutic companion for children with special needs. A therapeutic companion is a trained para-professional who provides one-on-one support for a child with special needs in a classroom setting. The companion provides a 'bridge' between the child and her/his environment, providing support and guidance, modeling relationships and appropriate behaviors for the child.

Required Courses (31 units)

- HD 300 - Early Childhood Themes and Life Cycle Issues (3)
- HD 315 -The Art of Observation (3)
- HD 361 -Social and Political Contexts of Human Development (3)
- HD 402 -Working with Families in a Diverse World (3)
- HD 424 - Introduction to Therapeutic Companions/Behavior Interventions (3)
- HD 493 - Fieldwork: Practicum A (3)
- HD 494 - Fieldwork: Practicum B (3)
- SPED 330 -The Child with Special Needs: An Interdisciplinary Perspective (3)
- SPED 340 -Behavior Intervention and Program Planning for Students with Special Needs (3)
- SPED 350 -Collaboration and Communication Skills for Special Educators (3)
- MFT 561 -Child Abuse Assessment and Reporting (3)

Sample Course Sequence

Ground

Fall Semester

- HD 300 - Early Childhood Themes and Life Cycle Issues (3)
- HD 305 Cognitive Development: How Children Learn (3)
- HD 400 Working with Children in a Diverse World (3)

-
- HD 361 - Social and Political Contexts of Human Development (3)
 - HD 371 Working with Bicultural Children (3)

Spring Semester

- HD 306 Social and Political Contexts of Human Development (3)
- HD 320 Urban Adolescents (3)
- HD 341 - Communication For Empowerment (3)
- HD 361 Social and Political Contexts of Human Development (3)

Summer Semester

Summer Session I

- HD 477 Community as Classroom: Forging Connections through the Arts (3)

Summer Session II

- HD 441 Team Building for Early Childhood Educators (3)

Online

Fall Semester

Session I

- HD 300 - Early Childhood Themes and Life Cycle Issues (3)

Session II

- Electives (3-4)

Spring Semester

Session I

- HD 341 - Communication For Empowerment (3)

Session II

- Electives (6-7)

Summer Semester

Summer Session I

- Electives (3)

Summer Session II

- Electives (3)

School of Human Development & Family Studies

Master of Arts, Human Development

The Human Development program at Pacific Oaks College is designed to provide advanced study in the growth and development of individuals at various stages of the lifespan. As master's candidates, students are immersed in theories of human development and in the biological, psychological, emotional, and sociological factors that contribute to an individual's growth; they learn to critically evaluate the implications those factors have on skills and milestones that develop throughout a lifetime.

Graduates are prepared to apply human development theories and principles to their roles as parents, educators, care-givers, supervisors, and other capacities in which they play a significant role in the development of children and adults of any age. The program builds competence in human development, knowledge of the social and political contexts of development, communication skills, integration of theory into practice, and research—preparing graduates to take on leadership roles in a range of settings serving individuals of all ages, as well as families.

Locations: Pasadena, Chico*, Sacramento*, Santa Cruz*, Salinas*, Online

**The availability of off-site locations depends on enrollment*

Philosophy

The Human Development Department exists to foster individual growth and prepare students to become responsible child and family/human service professionals whose practice and understanding reflect Pacific Oaks' mission to promote the principles of social justice, advocacy, respect for diversity and the uniqueness of each person.

Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of Leadership personnel in professions serving young children and their

families.

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.

Transfer of Credit and Waiver of Courses

Transfer credit and waiver of courses are not accepted in the MA in Human Development program.

Earning Admission through 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 with a minimum of 10 years of relevant work experience and interested in pursuing admission into the M.A. in Human Development program may have the bachelor degree requirement for admission waived through the Credit for Life Experience, *Bachelor Waiver Option*.

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

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The program requires 12 units of core coursework; 7 units of thesis coursework; and variable units of specialization coursework and any electives necessary to fulfill a total of 3(1)s for program completion.

Fieldwork Requirements

All M.A. specializations and credential programs require fieldwork or field experience appropriate to the program emphasis. Fieldwork ranges from classroom observations to completion of fieldwork related projects at the students' place of employment.

Thesis

7 units of thesis are required: HD 684 Thesis Development (3) and HD 699 Thesis/Masters Project (4). Students who do not complete thesis by the end of HD699 are required to enroll in HD 699c Thesis Continuation (0) until the Thesis Committee formally grants approval.

Practicum

The following two specializations require a practicum course: a) Leadership in Education and Human Services and 2) Social and Human Services. Students must

complete practicum course HD 663 (or another approved practicum course) which requires 45 hours per units of fieldwork.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Master of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in **good standing** in their program for the Master's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the Master's degree must be completed with a grade of "B" or higher. A cumulative grade point average of 3.0 is required for graduation.

Length of Program

- Part Time Ground – 24 months/6 semesters
- Part Time Online – 20 months/5 semesters
- Full Time Ground – 18 months/4 semesters
- Full Time Online – 14 months/3.5 semesters

Course Length

Ground:

- Varies between 7½ weeks and 15 weeks with the majority of courses in Pasadena offered in 15 week format and the majority of instructional site courses offered in 7½ week format. A limited number of courses are also offered in one-week intensive format, generally in the summer.

Online:

- Exclusively 7½ weeks

Please note: Students register by semester for all courses/sessions in that semester.

Course Scheduling

Classes generally meet in one of three schedule patterns:

- Ground
 - Day – Monday through Thursday with classes generally running between 10:00 a.m. and 4:00 p.m.

-
- Evenings – Monday through Thursday with classes beginning at 4:00 or 7:00 p.m.
 - Weekends – All day classes Saturday and Sunday three weekends of the term, generally once per month; ideal for long distance commuters
 - Online – Asynchronous
 - Hybrid option– Students choose from among all available schedules (on-ground and online)

Please note: Instructional sites run only on weekends (Saturday and Sunday).

Instructional Sites and Online Learning

Human Development, sponsor degree programs in California outside of Pasadena at Instructional Sites. (Site locations can be found on the website).

Online Learning:

The Master of Arts can be taken in a fully online format. Online courses are delivered in 7½ week sessions. There are two sessions in each 15-week semester.

M.A. Human Development Core Curriculum

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a "C" or higher.

The program requires 12 units of core coursework; 7 units of thesis coursework; and variable units of specialization coursework and any electives necessary to fulfill a total of 3(1)s for program completion.

Core Courses (12 Total Units Required)

Development (3)

- HD 500 Early Childhood themes and Life Cycle Issues (3)

-
- HD 501 Advanced Studies in Human Development (3)

Communication (3)

- HD 541 Advanced Studies in Communication for Empowerment (3)
- HD 545 Advanced Communication For Empowerment: Online (1)
- HD 546 Advanced Communication For Empowerment: In the Life Cycle (1)
- HD 547 Advanced Communication For Empowerment: In Culture (1)
- HD 550 Advanced Studies in Communication and the Life Cycle (3)
- HD 551 Advanced Studies in Conflict Resolution and Mediation (3)
- MFT 505 Communication and Counseling Skills (3)
- SPED 550 Collaboration and Communication Skills for Educators (3)

Diversity (3)

- HD 561 Advanced Social and Political Contexts of Human Development (3)
- HD 562 Advanced Studies in Diversity & Anti-Bias Issues (3)

Praxis (3)

- HD 571 Advanced Studies in Working with Bicultural Ch... (3)
- HD 600 Advanced Studies in Working with Children in... (3)
- HD 601 Ecology of Working Children (3)
- HD 602 Advanced Studies in Working with Families in a Diverse World (3)
- HD 605 Advanced Studies in Developmental Education (3)
- HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives (3)
- HD 611 Advanced Studies in Working with Adults (3)
- HD 616 Advanced Studies in Leadership in Education (3)
- MFT 595 Therapy with Children (3)

Thesis Courses (7 Total Units Required)

Thesis preparation course (3)

- HD 684 Thesis Development (3)

or

- HD 685 Thesis Development A - (1), and
 - HD 686 Thesis Development B - (1), and
 - HD 687 Thesis Development C - (1)

or

- HD 688A Thesis Cohort: Development (3)

Thesis completion course (4)

- HD 699 Thesis/Master's Project (4)

or

- HD 688B Thesis Cohort: Project (4)

Elective Courses

- HD 505 Advanced Studies in Cognitive Development (3)
- HD 506 Advanced Studies in Play in Childhood (3)
- HD 515 Advanced Studies in the Art of Observation (3)
- HD 581 Advanced Studies in Human Dev. And Social Change (3)
- HD 583 Advanced Studies in Dewey, Dubois, Vygotsky,... (3)
- HD 601 Ecology of Working Children (3)
- HD 602 Advanced Studies in Working with Families in a Diverse...(3)
- HD 603 Advanced Studies in the Earliest Years (3)
- HD 605 Advanced Studies in Developmental Education (3)
- HD 606 Advanced Studies in Emergent Curriculum (3)
- HD 611 Advanced Studies in Working with Adults (3)
- HD 622 Advanced Studies in Authentic Infant – Competent Child (3)
- HD 626 Advanced Studies in Working with Children Who Challenge (3)
- HD 630 Advanced Studies in Language and Literacy Development (3)
- HD 632 Advanced Studies in Children's Literature (3)
- HD 641 Advanced Studies in Team Building for ECE and Parents (3)

-
- HD 660 Advanced Studies in Foundations of Teaching Art (3)
 - HD 670 Advanced Studies in Teaching as Performing Art (3)
 - HD 677 Advanced Studies in the Community as Classroom (3)

Areas of Specialization

In addition to the core curriculum, students may further specialize by choosing from among several specializations. The seven program specializations build on the core theoretical and skill development of the general curriculum and allow students to focus on a particular area of professional interest. Pasadena and Online students are required to choose a specialization. Students enrolled at instructional sites will complete a designated specialization.

- Generalist (Available Online)
- Developmental Education (Not Available Online)
- Early Childhood Development (Not Available Online)
- Social Change (Available Online)
- Infant/Toddler Development (Not Available Online)
- Leadership in Education and Human Services (Not Available Online)
- Social and Human Services (Not Available Online)

Generalist Specialization

This program of study is designed for students who wish to pursue a broad-based approach to the study of human development. A total of 6 units are required.

Praxis class meeting the fieldwork/observation criteria (3)

- HD 571 Advanced Studies in Working with Bicultural Children - (3)
- HD 600 Advanced Studies in Working with Children in a Diverse World - (3)
- HD 601 Ecology of Working Children - (3)
- HD 605 Advanced Studies in Developmental Education - (3)

Fieldwork or Observation class (3)

- HD 505 Advanced Studies in Cognitive Development: How Children Learn - (3)
- HD 506 Advanced Studies in Play in Childhood - (3)
- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 564 Advanced Studies in Community as a Context for Development - (3)

-
- HD 580 Children's Autobiographical Narratives as Social Justice Curriculum - (3)
 - HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives - (3)
 - HD 630 Advanced Studies in Language and Literacy Development - (3)
 - HD 650 Advanced Studies in Reflective Teaching – 1-4 units
 - ED 520 TEP Practicum A: Focus on the Classroom - (1)s
 - ED 521 TEP Practicum B: Focus on Learners - (1)s
 - ED 522 TEP Practicum C: Focus on Curriculum - (1)s
 - ED 590 MSEL Directed Teaching and Placement Seminar - 6 units

Developmental Education Specialization

This specialization is designed for those who wish to increase their understanding of education across the lifespan in a developmental framework. In order to be eligible for admission to the specialization, a student must have prior-to-degree experience at four developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. A total of 9 units are required.

Foundation course (3)

- HD 600 Advanced Studies in Working with Children in a Diverse World - (3)
- HD 601 Ecology of Working Children - (3)
- HD 605 Advanced Studies in Developmental Education - (3)

Extended competency courses (6 credits)

- HD 505 Advanced Studies in Cognitive Development: How Children Learn - (3)
- HD 506 Advanced Studies in Play in Childhood - (3)
- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 520 Advanced Studies in Contemporary Urban Adolescents – (3)
- HD 564 Advanced Studies in Community as a Context for Development - (3)
- HD 570 Development of Bicultural Children - (3)
- HD 571 Advanced Studies in Working with Bicultural Children - (3)

-
- HD 611 Advanced Studies in Working with Adults - (3)
 - HD 616 Advanced Studies in Leadership in Education – (3)
 - HD 625 Advanced Studies in Intervention Models in Early Childhood Education - (3)
 - HD 641 Advanced Studies in Team Building for Early Childhood Educators and Parents - (3)

Fieldwork Requirement

Document prior or current experience in four of the following developmental levels:

- Infants/Toddlers (under 2)
- Preschool (2-4)
- Kindergarten/Primary (4-6)
- Primary (6-9)
- Preadolescent (9-13)
- Adolescent (13-18)
- Young Adult (18-22)
- Adult (over 22)

Please see your advisor for details on the guidelines for documentation. Students may use HD 650 to substitute for one or more of these levels.

Early Childhood Development Specialization

This specialization is designed for those who wish to increase their understanding of young children in a developmental program. In order to be eligible for admission to the specialization, a student must have prior-to-degree experience at four developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. A total of 9 units are required.

Foundation course (3)

- HD 600 Advanced Studies in Working with Children in a Diverse World - (3)
- HD 601 Ecology of Working Children - (3)
- HD 605 Advanced Studies in Developmental Education - (3)
- HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives -

(3)

Extended Competency courses (6 units)

- HD 505 Advanced Studies in Cognitive Development: How Children Learn - (3)
- HD 506 Advanced Studies in Play in Childhood - (3)
- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 564 Advanced Studies in Community as a Context for Development - (3)
- HD 570 Development of Bicultural Children - (3)
- HD 571 Advanced Studies in Working with Bicultural Children - (3)
- HD 590 Advanced Studies in Anti-Bias Curriculum: Teaching our Values to our Children - (3)
- HD 592 Advanced Studies in Implementing Anti-Bias Curriculum - (3)
- HD 602 Advanced Studies in Working with Families in a Diverse World - (3)
- HD 611 Advanced Studies in Working with Adults - (3)
- HD 625 Advanced Studies in Intervention Models in Early Childhood Education - (3)
- HD 630 Advanced Studies in Language and Literacy Development - (3)
- HD 640 Advanced Studies in Methods of Family/School Collaboration - (3)
- HD 641 Advanced Studies in Team Building for Early Childhood Educators and Parents - (3)
- HD 645 Advanced Studies in Writing Our Stories: Reflections on Literacy Development - (3)
- HD 660 Advanced Studies in Foundations of Teaching Art: Releasing the Imagination - (3)

Fieldwork Requirement

Document prior or current experience in four of the following developmental levels:

- Infants/Toddlers (under two)
- Two year olds
- Three year olds
- Four to five year olds
- Six to eight year olds
- Parents of young children

Please see your advisor for details on the guidelines for documentation. Students may

use HD 650 to substitute for one or more of these levels.

Social Change Specialization

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Story-telling, dreaming, the arts, grant- writing, action research, the use of budgets and timelines, and autonomous community building are among the methods and mediums employed. A total of 9 units are required.

Theory Course (3)

- HD 581 Advanced Studies in Human Development and Social Change - (3)
- HD 583 Advanced Studies in Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy - (3)

Fieldwork-based course((3)

- HD 564 Advanced Studies in Community as a Context for Development - (3)
- HD 580 Children's Autobiographical Narratives as Social Justice Curriculum - (3)
- HD 582 Advanced Studies in Participatory Action Research - (3)

Course Evaluating Issues of Power (3)

- HD 520 Advanced Studies in Contemporary Urban Adolescents - (3)
- HD 562 Advanced Studies in Diversity and Anti-Bias Issues - (3)
- HD 563 Advanced Studies in Education for Critical Consciousness - (3)
- HD 675 Advanced Studies in Arts and Social Change - (3)
- HD 677 Advanced Studies in The Community as Classroom: Forging Connections Through the Arts - (3)

Infant Toddler Development Specialization

This specialization is designed for those students who have an interest in working with infants and toddlers. Parent education, child care, early intervention, and programs for the prenatally exposed are examples of the types of settings where students with this specialization might seek employment. A total of 12 units are required.

Implementation course (3)

- HD 600 Advanced Studies in Working with Children in a Diverse World - (3)
- HD 601 Ecology of Working Children - (3)
- HD 602 Advanced Studies in Working with Families in a Diverse World - (3)
- HD 605 Advanced Studies in Developmental Education - (3)

Fieldwork-based course (3)

- HD 650 Advanced Studies in Reflective Teaching – 1-4 units

Depth Knowledge course (3)

- HD 503 Advanced Study of the Earliest Years - (3)
- HD 622 Advanced Studies in Authentic Infant-Competent Child - (3)

Related elective (3)

- HD 506 Advanced Studies in Play in Childhood - (3)
- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 570 Advanced Studies in the Development of Bicultural Children - (3)
- HD 590 Advanced Studies in Anti-Bias Curriculum: Teaching our Values to our Children - (3)
- HD 625 Advanced Studies in Intervention Models in Early Childhood Education - (3)
- HD 640 Advanced Studies in Methods of Family/School Collaboration - (3)
- HD 641 Advanced Studies in Team Building for Early Childhood Educators and Parents - (3)

Leadership in Education Specialization

This specialization is designed for students in leadership roles who 1) work with adults

in an administrative or supervisory capacity (Administration/Supervision sub-specialization); 2) work as teachers of a college class or in other adult education settings (College Teaching/teaching Adults sub-specialization); or 3) work with parents or other adults in community, family or social service settings (Parent/Community Work sub-specialization). Students must choose one or more areas in which to sub-specialize. Each sub-specialization needs an extended competency course and a minimum of three units of fieldwork (two units) and observation (one unit). A total of 9 units are required.

Foundation course (3)

- HD 602 Advanced Studies in Working with Families in a Diverse World - (3)
- HD 611 Advanced Studies in Working with Adults - (3)
- HD 616 Advanced Studies in Leadership in Education - (3)

Extended Competency course (3)

- HD 501 Advanced Studies in Human Development - (3)
- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 545 Advanced Communication For Empowerment: Online - (1)
- HD 546 Advanced Communication For Empowerment: In the Life Cycle - (1)
- HD 547 Advanced Communication For Empowerment: In Culture - (1)
- HD 551 Advanced Studies in Conflict Resolution and Mediation - (3)
- HD 562 Advanced Studies in Diversity and Anti-Bias Issues - (3)
- HD 564 Advanced Studies in Community as a Context for Development - (3)
- HD 581 Advanced Studies in Human Development and Social Change - (3)
- HD 582 Advanced Studies in Participatory Action Research - (3)
- HD 583 Advanced Studies in Dewey, Dubois, Vygotsky, Freire, and hooks as Social Justice Pedagogy - (3)
- HD 605 Advanced Studies in Developmental Education - (3)
- HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives - (3)
- HD 625 Advanced Studies in Intervention Models in Early Childhood Education - (3)
- HD 640 Advanced Studies in Methods of Family/School Collaboration - (3)
- HD 641 Advanced Studies in Team Building for Early Childhood Educators and Parents - (3)

-
- HD 646 Advanced Studies in Women in Administration - (3)

Note: Extended competency course may not be used to meet both specialization and core competency requirements.

Fieldwork-based course (3)

- HD 656 Advanced Studies in Administration/Supervision Fieldwork/Observation – 1-4 units
- HD 657 Advanced Studies in College Teaching/Teaching Adults – 1-4 units
- HD 658 Advanced Studies in Parent/Community Work – 1-4 units
- HD 663 Leadership - Fieldwork and Observation - 1 - 4 units

Social and Human Services Specialization

This specialization is designed for professionals working in group homes, adoption agencies, community activism, transitional housing, services for the homeless, child advocacy and in early childhood settings with families who need additional support services who wish to increase their understanding and knowledge of family systems, conflict mediation, community assessment and strategies for working with groups. A total of 12 units are required.

Foundation course (3)

- HD 602 Advanced Studies in Working with Families in a Diverse World - (3)

Social and Human Service Elective course (3)

- HD 515 Advanced Studies in the Art of Observation - (3)
- HD 520 Advanced Studies in Contemporary Urban Adolescents - (3)
- HD 551 Advanced Studies in Conflict Resolution and Mediation - (3)
- HD 564 Advanced Studies in Community as a Context for Development - (3)
- HD 601 Ecology of Working Children - (3)
- HD 625 Advanced Studies in Intervention Models in Early Childhood Education - (3)
- MFT 542 Alcoholism and Chemical Dependency – (1)
- MFT 560 Psychopathology of Childhood and Adolescence - (3)
- MFT 561 Child Abuse Assessment and Reporting - (1)

Note: Social and Human Service Elective course may not be used to meet both specialization and core competency requirements.

Diversity Elective course (3)

- HD 562 Advanced Studies in Diversity and Anti-Bias Issues - (3)
- HD 570 Advanced Studies in the Development of Bicultural Children - (3)
- HD 571 Advanced Studies in Working with Bicultural Children - (3)
- HD 572 Advanced Seminars in Bicultural Development and Education – (3)
- MFT 650 Cross Cultural Mores and Values: Socio –Cultural Environments – (3)

Fieldwork-based course (3)

- HD 658 Advanced Studies in Parent/Community Work – 1-4 units
- HD 663 Leadership - Fieldwork and Observation - 1 - 4 units

Sample Course Sequence

Ground

Fall Semester

- HD 505 Advanced Studies in Cognitive Development: How Children Learn (3)
- HD 601 Ecology of Working Children (3)
- HD 630 Advanced Studies in Language and Literacy Development (3)

Spring Semester

- HD 500 Early Childhood themes and Life Cycle Issues (3)
- HD 506 Advanced Studies in Play in Childhood (3)
- HD 561 Advanced Social and Political Contexts of Human Development (3)

Summer

- HD 684 Thesis Development (3)
- HD 541 Advanced Studies in Communication for Empowerment (3)

Online

Fall Semester

Session I

- HD 300 Early Childhood Themes and Life Cycle Issues (3)

Session II

- Electives (3-4)

Spring Semester

Session I

- HD 341 Communication for Empowerment (3)

Session II

- Electives (6-7)

Summer Semester

Session I

- Elective (3)

Session II

- Elective (3)

School of Human Development & Family Studies

Master of Arts, Marital and Family Therapy

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.

Pacific Oaks' M.A. in MFT program provides students with a robust blend of theory and hands-on practice. The College maintains relationships with clinics and community agencies throughout the greater Los Angeles area to provide students with extensive opportunities for supervised fieldwork. Graduates are prepared to consider issues of social justice within family systems and to explore how those factors directly impact family dynamics and the mental health of each family member.

Locations: Pasadena

Philosophy

The MFT program offers a deeply relational approach to teaching and learning. Just as research has demonstrated that the quality of the therapeutic relationship is the single critical factor in producing positive healing outcomes, Pacific Oaks believes that the quality of the academic relationships among students and instructors is the cornerstone of a transformative academic learning experience.

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.

Program 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. Treatment Plan Development Skills
4. Clinical Treatment Skills
5. Human Diversity Competency
6. Law and Ethics Competency
7. Personal Maturity and Interpersonal Skills
8. Professionalism
9. Use of Supervision/Teachers/Mentors

Policies

Transfer of Credit and Waiver of Courses

A maximum of 15 units of graduate-level transfer credit is accepted from a regionally accredited MFT program approved by the Board of Behavioral Sciences. Official transcripts should be submitted to the admissions office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at Pacific Oaks College with the exception of a maximum of 15 approved graduate level transfer units.

Credit Hours per Year and Program Length:

The maximum duration of the Master of Arts in Marital Family Therapy program is five years full-time. The program may be completed in as little as 2 ½ years full time. Students must be enrolled for a minimum of eight semester hours during fall and spring semester and four credits during summer term to be classified as full-time students for purpose of financial aid.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Master of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, and be in **good standing** in their program for the Master's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation.

Program Specific 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.

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 CLE 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 M.A. in MFT 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 semester credits, including:

1. No less than 12 semester 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

Licensure

The MFT program prepares graduates to sit for the California MFT exam to earn a Marriage and Family Therapist License awarded California Board of Behavioral Sciences.

Practicum

Students must complete a Practicum (600 hours) as part of their Master's degree requirements. The Practicum experience is to be completed concurrently and in conjunction with the completion of the following classes in this order:

- MFT 651 - Practicum A **2 credits**
 - MFT 663 - MFT Practicum B **2 credits**
 - MFT 672 - Practicum C **2 credits**
-

Eligibility requirements to start Practicum:

1. Completion of 18 credits, plus the following 3 courses before taking Practicum classes:
 - MFT 530
 - MFT 550 or MFT 560
 - MFT 552
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 Course (CTOC). The course is offered once annually in the spring semester. Students are required to follow all steps toward clinical placement as per course syllabus and the department's clinical training guidelines. The goals of the Clinical Training Orientation Course are:
 - a. To acquaint students with the clinical training regulations of the California Board of Behavioral Sciences and of Pacific Oaks College.
 - b. To acquaint students with the various clinical placements approved by the MFT Department.

- c. To support students through the process of interviewing with various agencies.
 - d. To explore issues of professional roles, tasks and behaviors regarding the MFT Trainee experience.
 - e. To assess the student's readiness for Clinical Training.
 6. Consent of the student's Academic Advisor.
 7. Submission to the Clinical Training Program of a completed and signed contract with an approved agency (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 at and completion of the courses MFT 651 - Practicum A , MFT 663 , and MFT 672 .
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: MFT 651 , MFT 663 , and MFT 672 .
5. Satisfaction of all clinical and professional expectations of the approved community agency in the provision of the agreed upon mental health services.

Fieldwork Requirements

Students are required to complete 150 hours of face-to-face experience counseling individuals, couples, families or groups. Students must also complete 6 semester credits of supervised practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.

100% of students secure clinical training placements within community agencies—enabling students to complete the pre-graduate portion of the 3,000 supervised hours required for the California MFT licensing exam.

Full-Time vs. Part Time Status

In general, faculty plan for students to spend three hours studying for each hour in class. Full-time status requires a minimum of eight credit hours of registration per semester. The program can be completed in as little as two and a half years if the student takes nine units per semester.

Student who choose to attend part time or less than eight credit hours per semester should work directly with an academic advisor to outline a plan of study.

Length of Program

Ground: Part Time – Varies

Full Time – 32 months / 8 semesters

Course Length

Ground: 15 weeks in Pasadena, generally 7 ½ weeks during the summer

Course Scheduling

Classes generally meet in one of three schedule patterns:

- Day – Monday through Thursday with classes generally running between 10 am and 4 pm.
- Evenings – Evening courses are offered Monday through Thursday with classes beginning at 4 or 7 p.m.
- Weekend – Weekend courses are offered on Saturdays and Sunday all day.
- Cohort – Specializations are offered in cohort format. Cohorts meet six weekends per semester with classes running all day Friday, Saturday, and Sunday.

Areas of Specialization

The MFT program offers two specializations, each delivered in a cohort model. Students may choose to apply for admission into the Latino(a) Family Studies specialization or the African American Family Studies specialization.

Latino(a) Family Studies Specialization

The only master's program of its kind in California, the Latina/Latino Family Studies program equips graduates with broad preparation in marital and family therapy as well as a special educational emphasis on the diverse mental health needs of Latina/Latino children and families. The educational experience of the Comadre-Compadre Cohort model is an intensely dynamic, intellectually relevant process. Faculty and students make up a community that uniquely challenges both the personal and professional development of all its participants.

The program provides students with a robust blend of theory and hands-on practice that qualifies graduates to sit for MFT licensure in the State of California, and to provide a wide variety of services to individuals, couples and families who are struggling with issues such as depression, anxiety, relationship problems, child-parent conflict, and more. Through partnerships with clinics and communities-based organizations throughout the Greater Los Angeles area, students also receive an intensive amount of supervised field experience that prepares them to move directly into the workforce after graduation. Students learn from faculty

who are diverse professionals and represent varied mental health disciplines and extensive academic and community-based experience.

The program is open to all students who are passionate about serving Latina/o families and studying MFT theories in context with the issues that impact the Latina/o population, such as: immigration, acculturation, trauma, culture, history, liberation psychology, and advocacy.

Electives

- MFT 504 Latina/o History and Culture (3)
- MFT 524 Latina/o Family Systems (3)
- MFT 534 Historical Trauma (2)
- MFT 554 Latina/o Psychology (3)

African American Family Studies Specialization

Through the African-American Family Studies program, students explore mental health theory and practice from a deeply culture-centered perspective. Graduates gain a broad understanding of marital and family therapy as well as specialized knowledge of the diverse mental health needs of African-American children and families. The curriculum is informed by the UJIMA model of collective work and responsibility, with the goal of developing marriage and family therapists who are highly competent in serving and advocating for the mental health needs of African-American families.

The program prepares students to use a 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. Students complete their clinical training hours in community agencies serving African-American families, and are supervised and mentored, when possible, by licensed African-American mental health professionals. They also complete a Master's Thesis Project focusing in an area of relevance to the mental health needs of African-American families. The student body consists primarily, but not exclusively, of self-identified African-American students, and the faculty consists primarily, but not exclusively, of mental health specialists and academics with intimate knowledge and experience of the African-American community's mental health needs. The program is open to all people who wish to specialize in serving the mental health needs of African-American families and communities.

Electives

- MFT 511 African American History and Culture (3)
 - MFT 513 African American Psychology (3)
 - MFT 515 African American Family and Child (3)
 - MFT 519 Advocacy in the African American Community (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.
-

Program Course Requirements

The program requires 12-foundation units, 32-core units and 6-practicum units for a total of 50 units (56-units with a specialization).

Foundation Courses (12 units required)

- MFT 500 The Interface of Society and Human Development (3)
- MFT 505 Communication and Counseling Skills (3)
- MFT 510 Personality Theories and Clinical Intervention (3)
- MFT 520 Theories of Marriage, Family and Child Counseling (3)
- MFT 530 Clinical Theories of Child Development(3)

Core Courses (32-units required)

- MFT 531 Domestic Violence (1)
- MFT 542A Substance Abuse, Individual, Family Dynamics (2)
- MFT 551 Human Sexuality and Sexism (1)
- MFT 552 Professional Ethics and the Law (2)
- MFT 550/560 Psychopathology of Adulthood / Psychopathology (3)
Of Childhood and Adolescence
- MFT 585 Clinical Skills in Family Therapy(3)
- MFT 632 Psycho-pharmacology (2)
- MFT 595 Therapy with Children(3)
- MFT 622/642 Couples Therapy/Group Therapy (2)
- MFT 561 Child Abuse Assessment and Reporting (1)
- MFT 650 Cross-Cultural Morals and Values (3)
- MFT 630 Clinical Portfolio: MFT Theory & Practice(3)

Practicum Courses (6 units required)

- MFT 651 - Practicum A (2)
 - MFT 663 - MFT Practicum B (2)
 - MFT 672 - Practicum C (2)
-

Sample Course Sequence

Fall Semester

- MFT 500 The Interface of Society and Human Development(3)
 - MFT 505 Communication and Counseling Skills(3)
 - MFT 510 Personality Theories and Clinical Intervention(3)
-

Spring Semester

- MFT 520 Theories of Marriage, Family and Child Counseling(3)
- MFT 530 Clinical Theories of Child Development (3)
- MFT 531 Domestic Violence (1)
- MFT 542A Substance Abuse, Individual, Family Dynamics (2)

Summer Session I

- MFT 551 Human Sexuality and Sexism(1)

Summer Session II

- MFT 552 Professional Ethics and the Law (2)

School of Education

Bachelor of Arts in Early Childhood Education

The bachelor's degree program in Early Childhood Education provides students with a fundamental knowledge base for educating and developing learning environments for young children from birth through age eight based on an understanding of the characteristics and needs of early childhood. The curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in early childhood education. As actively engaged participants, students in the Early Childhood Education program learn about essential principles and theories of pedagogy and child development and engage in supervised learning experiences to integrate and apply their knowledge. Learning experiences throughout the curriculum are characterized by inquiry, self-reflection, collaboration with others, and problem solving. Acknowledging multiple influences on child development and learning, the program emphasizes the importance of developing respectful and reciprocal relationships to create supportive and challenging learning environments. Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence.

The core curriculum for the bachelor's degree program in Early Childhood Education is designed to prepare students to design, implement, and evaluate curriculum as competent professionals in early childhood education. The curriculum focuses on providing a framework for understanding how young children learn; introducing students to the use of observation, documentation, and other assessment strategies in early childhood education; and affirming the role of family, school, and community on child development and learning. Key issues of diversity and assessment are integrated throughout the core curriculum to promote the application of course content to a pluralistic society and to educational settings that are increasingly characterized by widely varying levels of language proficiency, socio-economic status, (dis)ability, and other important variables that impact learning among young children. Students have the opportunity to further explore topics such as children's literature, play in childhood, and working with infant and toddlers by completing additional coursework from a list of restricted electives. Each course within the program is designed to provide a transformative learning environment in which students examine course content from multiple points of reference, including their own cultural worldviews.

Locations: Pasadena, Online

Program Learning Outcomes

PLO 1: Students will be able to create inclusive learning environments that promote developmental, cultural, and linguistic diversity

PLO 2: Students will be able to develop relationships with families and communities to facilitate learning in early childhood

PLO 3: Students will be able to use research to inform the observation, documentation, and assessment of the behavior of young children

PLO 4: Students will be able to identify and integrate key theories, models, and concepts related to early childhood development and education

PLO #5 Students will be able to actively engage in early childhood education settings and apply content knowledge to develop relevant and educationally sound curriculum

Transfer Credit

A maximum of 30 transfer units will be considered for acceptance beyond the 60 credits required for admission. A grade of “C” or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the admissions office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 30 units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The B.A. in Early Childhood Education is a bachelor completion program. In order to complete the degree requirements for the program, a total of 60 units must be completed in addition to the 60 general education units required for admission (120 units total for bachelor degree).

Fieldwork Requirements

There are 6 units of fieldwork. Fieldwork consists of observation and supervised clinical experience/teaching. Students may be able to complete a portion of their fieldwork at their current place of employment.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Bachelor of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Bachelor’s degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor’s degree must be completed with a grade of “C” or higher. A cumulative grade point average of 2.0 is required for graduation.

Length of Program

- Part Time Ground –38 months/9 ½ semesters

- Full Time Ground – 18 months/4 ½ semesters
- Part Time Online – 38 months/9 ½ semesters
- Full Time Online – 18 months/4 ½ semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous

Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Bachelor of Arts and Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7½ weeks in length. Note: HD 489 Reflection on Life Experience will be delivered in the fully online program as HD 489a/b, in two sections, each 7½ weeks in length.

Bachelor of Arts in Early Childhood Education Curriculum

DEVELOPMENT

- ECE 300 Early Childhood Foundations (3)
- ECE 310 Inquiry in Context (3)
- ECE 365 Technology in Early Childhood Education (3)

DIVERSITY

- ECE 320 Creating Inclusive Learning Environments (3)
- ED 330 Language and Literacy in a Diverse Classroom A (3)
- ED 331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)

- HD 390 Developing Anti-Bias Curriculum (3)

COMMUNICATION

- ECE 340 Social, Emotional, and Moral Development in ECE (3)
- ECE 350 Art, Music, and Movement in Early Childhood (3)
- ECE 360 Family, School, and Community in ECE (3)

RESEARCH

- ED 323 Introduction to Fieldwork (1)
- ED 324 Fieldwork I (1) (prerequisite ED323)
- ED 325 Fieldwork II (1) (prerequisite ED324)
- ED 391 Supervised Practicum in Early Childhood Education
- SERV 300 Culture-Centered Service Learning (3)

PRAXIS

- ED 342 Developing Mathematical Thinking (3)
- ED 360 Integrating Curriculum: Science, Social Studies, and the Arts (3)
- ED 370 Health, Safety, and Nutrition (3)

ELECTIVES (Four of the five required)

- ECE 370 Infants and Toddlers (3)
- HD 306 Play in Childhood (3)
- HD 432 Children's Literature (3)
- SPED 350 Collaboration and Communication for Special Educators (3)
- SPED 360 Instructing and Assessing Students with Mild/Moderate Disabilities (3)

Sample Course Sequence

Fall Semester

Session I

- ECE 300 Early Childhood Foundations (3)

Session II

- ED 330 Language and Literacy in a Diverse Classroom A (3)

Spring Semester

Session I

- ED 323 Introduction to Fieldwork (1)
- Elective

Session II

- ED 331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)

Summer Semester

Session I

- ECE 310 Inquiry in Context (3)

Session II

- ECE 320 Creating Inclusive Learning Environments (3)

School of Education

Bachelor of Arts in Early Childhood Education, with Multiple Subjects Credential

The bachelor's degree program in Early Childhood Education provides students with a fundamental knowledge base for educating and developing learning environments for young children from birth through age eight based on an understanding of the characteristics and needs of early childhood. The curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in early childhood education. As actively engaged participants, students in the Early Childhood Education program learn about essential principles and theories of pedagogy and child development and engage in supervised learning experiences to integrate and apply their knowledge. Learning experiences throughout the curriculum are characterized by inquiry, self-reflection, collaboration with others, and problem solving. Acknowledging multiple influences on child development and learning, the program emphasizes the importance of developing respectful and reciprocal relationships to create supportive and challenging learning environments. Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence.

The core curriculum for the bachelor's degree program in Early Childhood Education is designed to prepare students to design, implement, and evaluate curriculum as competent professionals in early childhood education. The curriculum focuses on providing a framework for understanding how young children learn; introducing students to the use of observation, documentation, and other assessment strategies in early childhood education; and affirming the role of family, school, and community on child development and learning. Key issues of diversity and assessment are integrated throughout the core curriculum to promote the application of course content to a pluralistic society and to educational settings that are increasingly characterized by widely varying levels of language proficiency, socio-economic status, (dis)ability, and other important variables that impact learning among young children. Students have the opportunity to further explore topics such as children's literature, play in childhood, and working with infant and toddlers by completing additional coursework from a list of restricted electives. Each course within the program is designed to provide a transformative learning environment in which students examine course content from multiple points of reference, including their own cultural worldviews.

Locations: Pasadena, Online

Program Learning Outcomes

PLO #1 Students will be able to create inclusive learning environments that promote developmental, cultural, and linguistic diversity

PLO #2 Students will be able to develop relationships with families and communities to facilitate learning in early childhood

PLO #3 Students will be able to use research to inform the observation, documentation, and assessment of the behavior of young children

PLO #4 Students will be able to identify and integrate key theories, models, and concepts related to early childhood development and education

PLO #5 Students will be able to actively engage in early childhood education settings and apply content knowledge to develop relevant and educationally sound curriculum

Transfer Credit

A maximum of 30 transfer units will be considered for acceptance beyond the 60 credits required for admission. A grade of "C" or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the admissions office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 30 units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The B.A. in Early Childhood Education is a bachelor completion program. In order to complete the degree requirements for the program, a total of 60 units must be completed in addition to the 60 general education units required for admission (120 units total for bachelor degree).

Fieldwork Requirements

There are 9 units of fieldwork. Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Bachelor of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Bachelor degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation.

GPA Requirements

Students are expected to maintain a cumulative GPA of 2.00 out of 4.00.

Length of Program

- Part Time Ground – 40 months/10 semesters
- Full Time Ground – 22 months/5 ½ semesters
- Part Time Online – 40 months/10 semesters
- Full Time Online – 22 months/5 ½ semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous

-
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Bachelor of Arts and Master of Arts degree programs in the School of Education be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7½ weeks in length. Note: HD 489 Reflection on Life Experience will be delivered in the fully online program as HD 489a/b, in two sections, each 7½ weeks in length.

Bachelor of Arts in Early Childhood Education with Multiple Subjects Credential Curriculum

DEVELOPMENT

- ECE 300 Early Childhood Foundations (3)
- ECE 310 Inquiry in Context (3)
- ED 300 Intro to the Teacher Education Program (1)
- ED 310 Intro to Public Schooling (2)
- ECE 365 Technology in Early Childhood Education (3)

DIVERSITY

- ECE 320 Creating Inclusive Learning Environments (3)
- ED 330 Language and Literacy in a Diverse Classroom A (3)
- ED 331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)
- HD 390 Developing Anti-Bias Curriculum (3)
- SPED 330 The Child with /Special Needs (3)

COMMUNICATION

- ECE 340 Social, Emotional, and Moral Development in ECE (3)
- ECE 350 Art, Music, and Movement in Early Childhood (3)
- ECE 360 Family, School, and Community in ECE (3)
- SPED 350 Collaboration and Communication (3)

RESEARCH

- ED 320 TEP Practicum A online + 25 hours (fieldwork) (1)
- ED 321 TEP Practicum B online + 25 hours (fieldwork) (1)
- ED 322 TEP Practicum C online + 25 hours (fieldwork) (1)
- ED 323 Introduction to Fieldwork (1)
- ED 324 Fieldwork I (1) (prerequisite ED323)
- ED 325 Fieldwork II (1) (prerequisite ED324)
- ED 391 Supervised Practicum in Early Childhood Education
- SERV 300 Culture-Centered Service Learning (3)
- ED 390 MSEL/ESC Directed Teaching (6)

PRAXIS

- ED 342 Developing Mathematical Thinking (3)
- ED 360 Integrating Curriculum: Science, Social Studies, and the Arts (3)
- ED 370 Health, Safety, and Nutrition (3)

Sample Course Sequence

Fall Semester

Session I

- ECE 300 Early Childhood Foundations (3)

Session II

- ED 330 Language and Literacy in a Diverse Classroom A (3)

Spring Semester

Session I

- ED310 Intro to Public Schooling (2)
- ED300 Intro to the Teacher Education Program (1)

Session II

- ED331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)
- ED320 TEP Practicum A online + 25 hours (fieldwork) (1)

Summer Semester

Session I

- ECE310 Inquiry in Context (3)

Session II

- ECE320 Creating Inclusive Learning Environments (3)

School of Education

Bachelor of Arts in Early Childhood Education, with Multiple Subjects Credential and Education Specialist Credential (Dual)

The bachelor's degree program in Early Childhood Education provides students with a fundamental knowledge base for educating and developing learning environments for young children from birth through age eight based on an understanding of the characteristics and needs of early childhood. The curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in early childhood education. As actively engaged participants, students in the Early Childhood Education program learn about essential principles and theories of pedagogy and child development and engage in supervised learning experiences to integrate and apply their knowledge. Learning experiences throughout the curriculum are characterized by inquiry, self-reflection, collaboration with others, and problem solving. Acknowledging multiple influences on child development and learning, the program emphasizes the importance of developing respectful and reciprocal relationships to create supportive and challenging learning environments. Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence.

The core curriculum for the bachelor's degree program in Early Childhood Education is designed to prepare students to design, implement, and evaluate curriculum as competent professionals in early childhood education. The curriculum focuses on providing a framework for understanding how young children learn; introducing students to the use of observation, documentation, and other assessment strategies in early childhood education; and affirming the role of family, school, and community on child development and learning. Key issues of diversity and assessment are integrated throughout the core curriculum to promote the application of course content to a pluralistic society and to educational settings that are increasingly characterized by widely varying levels of language proficiency, socio-economic status, (dis)ability, and other important variables that impact learning among young children. Students have the opportunity to further explore topics such as children's literature, play in childhood, and working with infant and toddlers by completing additional coursework from a list of restricted electives. Each course within the program is designed to provide a transformative learning environment in which students examine course content from multiple points of reference, including their own cultural worldviews.

Locations: Pasadena, Online

Program Learning Outcomes

PLO 1: Students will be able to create inclusive learning environments that promote developmental, cultural, and linguistic diversity

PLO 2: Students will be able to develop relationships with families and communities to facilitate learning in early childhood

PLO 3: Students will be able to use research to inform the observation, documentation, and assessment of the behavior of young children

PLO 4: Students will be able to identify and integrate key theories, models, and concepts related to early childhood development and education

PLO 5: Students will be able to actively engage in early childhood education settings and apply content knowledge to develop relevant and educationally sound curriculum

Transfer Credit

A maximum of 30 transfer units will be considered for acceptance beyond the 60 credits required for admission. A grade of "C" or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the admissions office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 30 units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The B.A. in Early Childhood Education with Dual Credentials is a bachelor completion program. In order to complete the degree requirements for the program, a total of 67 units must be completed in addition to the 60 general education units required for admission (127 units total for bachelor degree with dual credentials).

Fieldwork Requirements

There are 9 units of fieldwork. Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Bachelor of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Bachelor degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation.

GPA Requirements

Students are expected to maintain a cumulative GPA of 2.00 out of 4.00.

Length of Program

- Part Time Ground – 44 months/11 semesters
- Full Time Ground – 24 months/6 semesters
- Part Time Online – 44 months/11 semesters
- Full Time Online – 24 months/6 semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous

-
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Bachelor of Arts and Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7½ weeks in length. Note: HD 489 Reflection on Life Experience will be delivered in the fully online program as HD 489a/b, in two sections, each 7½ weeks in length.

Bachelor of Arts in Early Childhood Education, with Multiple Subjects Credential and Education Specialist Credential (Dual)

DEVELOPMENT

- ECE300 Early Childhood Foundations (3)
- ECE310 Inquiry in Context (3)
- ED300 Intro to the Teacher Education Program (1)
- ED310 Intro to Public Schooling (2)
- ECE365 Technology in Early Childhood Education (3)

DIVERSITY

- ECE320 Creating Inclusive Learning Environments (3)
- ED330 Language and Literacy in a Diverse Classroom A (3)
- ED331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)
- HD390 Developing Anti-Bias Curriculum (3)
- SPED330 The Child with /Special Needs (3)

COMMUNICATION

- ECE340 Social, Emotional, and Moral Development in ECE (3)
- ECE350 Art, Music, and Movement in Early Childhood (3)
- ECE360 Family, School, and Community in ECE (3)
- SPED350 Collaboration and Communication (3)

RESEARCH

- ED320 TEP Practicum A online + 25 hours (fieldwork) (1)
- ED321 TEP Practicum B online + 25 hours (fieldwork) (1)
- ED322 TEP Practicum C online + 25 hours (fieldwork) (1)
- ED323 Introduction to Fieldwork (1)
- ED324 Fieldwork I (1) (prerequisite ED323)
- ED325 Fieldwork II (1) (prerequisite ED324)
- ED391 Supervised Practicum in Early Childhood Education
- SERV300 Culture-Centered Service Learning (3)
- ED390 MSEL/ESC Directed Teaching (6)

PRAXIS

- ED342 Developing Mathematical Thinking (3)
- ED360 Integrating Curriculum: Science, Social Studies, and the Arts (3)
- ED370 Health, Safety, and Nutrition (3)
- SPED340 Behavior Intervention and Program Planning (3)
- SPED360 Instructing and Assessing Students with Mild/Moderate (3)

Sample Course Sequence

Fall Semester

Session I

- ECE 300 Early Childhood Foundations (3)

Session II

- ED 330 Language and Literacy in a Diverse Classroom A (3)

Spring Semester

Session I

- ED310 Intro to Public Schooling (2)
- ED300 Intro to the Teacher Education Program (1)

Session II

- ED331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)

-
- ED320 TEP Practicum A online + 25 hours (fieldwork) (1)

Summer Semester

Session I

- ECE310 Inquiry in Context (3)

Session II

- ECE320 Creating Inclusive Learning Environments (3)

School of Education

Preliminary Multiple Subject Credential (California)

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

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

The Preliminary Multiple Subject English Learner Teaching Credential (MSEL) offered at Pacific Oaks is the first level of a 2-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.

Locations: Pasadena, Online

Program Learning Outcomes

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

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

Transfer Credit

Transfer credit is not accepted for the teacher credential programs.

Residency Requirement

It is expected that students will fulfill all of the required coursework at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

In order to complete the requirements for the program, a total of 44 units must be completed.

Fieldwork Requirements

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Teacher Credential program, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Master's degree to be awarded.

Portfolio Requirements

Portfolio development is embedded throughout the programs. Candidates will graduate with a portfolio of their work designed to serve as a professional resource. Satisfactory evaluation of the portfolio is required in order for the candidate to be recommended for a credential. The portfolio includes development of teaching philosophy and provides the opportunity:

1. To offer meaningful demonstrations of growth and developing capabilities over time based on the belief that learning is developmental
2. To track student progress

-
3. To promote self-reflection and goal-setting
 4. To assist with the transition to teaching

Program Checklist

All credential candidates must complete and sign a program checklist prior to the completion of ED 300 or ECE 300 (undergraduate) or ED 500 (graduate).

Clinical Practice

Detailed requirements for clinical practice (Practica and Directed Teaching) are listed in the specific program areas of the catalog and in other handbooks and/or orientation courses.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.00 out of 4.00.

Exam Requirements

- Successfully pass CBEST upon admission
- Successfully pass CSET (California Subject Examinations for Teachers) before student teaching

Credential Requirements

Non-course Requirements for all Credential Programs:

- California Basic Educational Skills Test (CBEST) passed - ***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
- California Subject Examinations for Teachers (CSET) passed (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)
- Reading Instruction Competency Assessment (RICA) passed
- Level I Technology

Length of Program

- Part Time Ground – 28 months/7 semesters
- Full Time Ground – 16 months/4 semesters
- Part Time Online – 28 months/7 semesters

-
- Full Time Online – 16 months/4 semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Teacher Credential programs in the School of Education can be taken in a fully online format. Courses are 7½ weeks in length.

Preliminary Multiple Subject Credential Curriculum

TEACHER EDUCATION COURSEWORK

- ED 300 or 500 Introduction to the Teacher Education Program (1)
- ED 310 or 510 Introduction to Public Schooling (2)
- ED 330 or 530 Language and Literacy in a Diverse Classroom (3)
- ED 331 or 531 English Learner Methodologies for a Diverse Classroom (3)
- ED 340 or 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
- ED 341 or 541 Cognitive Development and Mathematics in a Diverse Classroom B

(3)

- ED 360 or 560 Integrated Thematic Instruction: Science, Social Studies and the Arts (3)
- ED 370 or 570 Healthy Children and Class Communication (2)
- SPED 330 or 530 The Child with Special Needs: An Interdisciplinary Perspective (3)
- SPED 350 or 550 Collaboration and Communication Skills for Special Educators (3)

FIELDWORK

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

- ED 320 or 520 TEP Practicum A: Focus on the Classroom (1)
- ED 321 or 521 TEP Practicum B: Focus on Learners (1)
- ED 322 or 522 TEP Practicum C: Focus on Curriculum (1)
- ED 390 or 590 MSEL Directed Teaching Placement and Seminar (6)

COMMUNICATION

- ECE 340 Social, Emotional, and Moral Development in ECE (3)
- ECE 350 Art, Music, and Movement in Early Childhood (3)
- ECE 360 Family, School, and Community in ECE (3)

HUMAN DEVELOPMENT CORE COURSES

- HD 300 or 500 Early Childhood Themes and Life Cycle Issues 3 credits
- HD 361 or 561 Social and Political Contexts of Human Development 3 credits
- HD 400 or 600 Working with Children in a Diverse World 3 credits

Sample Course Sequence

Fall Semester

Session I

- ED 500 Introduction to the Teacher Education Program (1)
- ED 510 Introduction to Public Schooling (2)

Session II

- ED 520 TEP Practicum A: Focus on the Classroom (1)
- ED 530 Language and Literacy in a Diverse Classroom (3)

Spring Semester

Session I

-
- Session II
- HD 500 Early Childhood Themes and Life Cycle Issues (3)
 - ED 521 TEP Practicum B: Focus on Learners (1)

Summer Semester

Session I

- ED 531 English Learner Methodologies for a Diverse Classroom (3)
- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

Session II

- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)

School of Education

Preliminary Education Specialist Credential (California)

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

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

The Preliminary Education Specialist Teaching Credential, Mild to Moderate Disabilities (ESC/MMI) consists of 46 units of coursework and fieldwork. The credential qualifies candidates to teach students with mild to moderate disabilities in K-12 settings and adults through age 22.

Locations: Pasadena, Online

Program Learning Outcomes

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

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

Transfer Credit

Transfer credit is not accepted for the teacher credential programs.

Residency Requirement

It is expected that students will fulfill all of the required coursework at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

In order to complete the requirements for the program, a total of 46 units must be completed.

Fieldwork Requirements

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Background Check

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Teacher Credential program, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Master's degree to be awarded.

Portfolio Requirements

Portfolio development is embedded throughout the programs. Candidates will graduate with a portfolio of their work designed to serve as a professional resource. Satisfactory evaluation of the portfolio is required in order for the candidate to be recommended for a credential. The portfolio includes development of teaching philosophy and provides the opportunity:

1. To offer meaningful demonstrations of growth and developing capabilities over time based on the belief that learning is developmental

-
2. To track student progress
 3. To promote self-reflection and goal-setting
 4. To assist with the transition to teaching

Program Checklist

All credential candidates must complete and sign a program checklist prior to the completion of ED 300 or ECE 300 (undergraduate) or ED 500 (graduate).

Clinical Practice

Detailed requirements for clinical practice (Practica and Directed Teaching) are listed in the specific program areas of the catalog and in other handbooks and/or orientation courses.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.00 out of 4.00.

Exam Requirements

- Successfully pass CBEST upon admission
- Successfully pass CSET (California Subject Examinations for Teachers) before student teaching

Credential Requirements

Non-course Requirements for all Credential Programs:

- California Basic Educational Skills Test (CBEST) passed - ***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
 - California Subject Examinations for Teachers (CSET) passed (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)
 - Reading Instruction Competency Assessment (RICA) passed
 - Level I Technology
-

Length of Program

- Part Time Ground – 28 months/7 semesters
- Full Time Ground – 20 months/5 semesters
- Part Time Online – 28 months/7 semesters
- Full Time Online – 20 months/5 semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Teacher Credential programs in the School of Education can be taken in a fully online format. Courses are 7½ weeks in length.

Preliminary Education Specialist Credential Curriculum

The Preliminary Education Specialist Teaching Credential, Mild to Moderate Disabilities (ESC/MMI) consists of 46 units of coursework and fieldwork.

TEACHER EDUCATION COURSEWORK

- ED 300 or 500 Introduction to the Teacher Education Program (1)

-
- ED 310 or 510 Introduction to Public Schooling (2)
 - ED 330 or 530 Language and Literacy in a Diverse Classroom (3)
 - ED 331 or 531 English Learner Methodologies for a Diverse Classroom (3)
 - ED 340 or 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
 - ED 341 or 541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
 - ED 370 or 570 Healthy Children and Class Communication (2)
 - SPED 330 or 530 The Child with Special Needs: An Interdisciplinary Perspective (3)
 - SPED 590 ESC Directed Teaching and Placement Seminar (6)
 - SPED 560 Instructing and Assessing Students with Mild to Moderate Disabilities (4)

FIELDWORK

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

- ED 320 or 520 TEP Practicum A: Focus on the Classroom (1)
- ED 321 or 521 TEP Practicum B: Focus on Learners (1)
- ED 322 or 522 TEP Practicum C: Focus on Curriculum (1)
- ED 697 Introduction to Ethnographic Research in Education (2)
- ED 698 Working with Diverse Schools and Communities (2)
- ED 699 Pedagogical, Social, and Cultural Implications (2)

COMMUNICATION

- SPED 350 or 550 Collaboration and Communication Skills for Special Educators (3)

HUMAN DEVELOPMENT CORE COURSES

- HD 300 or 500 Early Childhood Themes and Life Cycle Issues (3)
- HD 361 or 561 Social and Political Contexts of Human Development (3)
- HD 400 or 600 Working with Children in a Diverse World (3)

Sample Course Sequence

Fall Semester

Session I

- ED 500 Introduction to the Teacher Education Program (1)

-
- ED 510 Introduction to Public Schooling (2)

Session II

- ED 520 TEP Practicum A: Focus on the Classroom (1)
- ED 530 Language and Literacy in a Diverse Classroom (3)

Spring Semester

Session I

- HD 500 Early Childhood Themes and Life Cycle Issues (3)
- ED 521 TEP Practicum B: Focus on Learners (1)

Session II

- ED 531 English Learner Methodologies for a Diverse Classroom (3)

Summer Semester

Session I

- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

Session II

- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)

School of Education

Preliminary Education Specialist Credential (California)

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

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

The Preliminary Education Specialist Teaching Credential, Mild to Moderate Disabilities (ESC/MMI) consists of 46 units of coursework and fieldwork. The credential qualifies candidates to teach students with mild to moderate disabilities in K-12 settings and adults through age 22.

Locations: Pasadena, Online

Program Learning Outcomes

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

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

Transfer Credit

Transfer credit is not accepted for the teacher credential programs.

Residency Requirement

It is expected that students will fulfill all of the required coursework at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

In order to complete the requirements for the program, a total of 46 units must be completed.

Fieldwork Requirements

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Background Check

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Teacher Credential program, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Master's degree to be awarded.

Portfolio Requirements

Portfolio development is embedded throughout the programs. Candidates will graduate with a portfolio of their work designed to serve as a professional resource. Satisfactory evaluation of the portfolio is required in order for the candidate to be recommended for a credential. The portfolio includes development of teaching philosophy and provides the opportunity:

1. To offer meaningful demonstrations of growth and developing capabilities over time based on the belief that learning is developmental

-
2. To track student progress
 3. To promote self-reflection and goal-setting
 4. To assist with the transition to teaching

Program Checklist

All credential candidates must complete and sign a program checklist prior to the completion of ED 300 or ECE 300 (undergraduate) or ED 500 (graduate).

Clinical Practice

Detailed requirements for clinical practice (Practica and Directed Teaching) are listed in the specific program areas of the catalog and in other handbooks and/or orientation courses.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.00 out of 4.00.

Exam Requirements

- Successfully pass CBEST upon admission
- Successfully pass CSET (California Subject Examinations for Teachers) before student teaching

Credential Requirements

Non-course Requirements for all Credential Programs:

- California Basic Educational Skills Test (CBEST) passed - ***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
 - California Subject Examinations for Teachers (CSET) passed (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)
 - Reading Instruction Competency Assessment (RICA) passed
 - Level I Technology
-

Length of Program

- Part Time Ground – 28 months/7 semesters
- Full Time Ground – 20 months/5 semesters
- Part Time Online – 28 months/7 semesters
- Full Time Online – 20 months/5 semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Teacher Credential programs in the School of Education can be taken in a fully online format. Courses are 7½ weeks in length.

Preliminary Education Specialist Credential Curriculum

The Preliminary Education Specialist Teaching Credential, Mild to Moderate Disabilities (ESC/MMI) consists of 46 units of coursework and fieldwork.

TEACHER EDUCATION COURSEWORK

- ED 300 or 500 Introduction to the Teacher Education Program (1)

-
- ED 310 or 510 Introduction to Public Schooling (2)
 - ED 330 or 530 Language and Literacy in a Diverse Classroom (3)
 - ED 331 or 531 English Learner Methodologies for a Diverse Classroom (3)
 - ED 340 or 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
 - ED 341 or 541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
 - ED 370 or 570 Healthy Children and Class Communication (2)
 - SPED 330 or 530 The Child with Special Needs: An Interdisciplinary Perspective (3)
 - SPED 590 ESC Directed Teaching and Placement Seminar (6)
 - SPED 560 Instructing and Assessing Students with Mild to Moderate Disabilities (4)

FIELDWORK

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

- ED 320 or 520 TEP Practicum A: Focus on the Classroom (1)
- ED 321 or 521 TEP Practicum B: Focus on Learners (1)
- ED 322 or 522 TEP Practicum C: Focus on Curriculum (1)
- ED 697 Introduction to Ethnographic Research in Education (2)
- ED 698 Working with Diverse Schools and Communities (2)
- ED 699 Pedagogical, Social, and Cultural Implications (2)

COMMUNICATION

- SPED 350 or 550 Collaboration and Communication Skills for Special Educators (3)

HUMAN DEVELOPMENT CORE COURSES

- HD 300 or 500 Early Childhood Themes and Life Cycle Issues (3)
- HD 361 or 561 Social and Political Contexts of Human Development (3)
- HD 400 or 600 Working with Children in a Diverse World (3)

Sample Course Sequence

Fall Semester

Session I

- ED 500 Introduction to the Teacher Education Program (1)

-
- ED 510 Introduction to Public Schooling (2)

Session II

- ED 520 TEP Practicum A: Focus on the Classroom (1)
- ED 530 Language and Literacy in a Diverse Classroom (3)

Spring Semester

Session I

- HD 500 Early Childhood Themes and Life Cycle Issues (3)
- ED 521 TEP Practicum B: Focus on Learners (1)

Session II

- ED 531 English Learner Methodologies for a Diverse Classroom (3)

Summer Semester

Session I

- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

Session II

- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)

School of Education

Master of Arts in Education with Preliminary Education Specialist Credential (California)

The Master of Arts in Education prepares students to take the next step in their professional journey by combining advanced study in Education theory and practice with the academic requirements for California State Teaching Credentials. The program is designed to build on the foundation that students bring with them to the classroom and to enhance the knowledge and skills they have acquired at the undergraduate level and/or through their prior professional experience.

In keeping with Pacific Oaks College's emphasis on experiential learning, coursework for the joint degree/credential program combines both classroom learning and fieldwork at more than 25 local public schools, enabling students to draw powerful connections between theory and practice. Students are prepared to be advocates for diversity and inclusion in education. They develop a sophisticated understanding of the social, political, and cultural contexts of child and human development, preparing them to be effective advocates for democracy in education at the school, district, and state level.

The Master of Arts in Education with Education Specialist Preliminary Credential English Language, Mild/Moderate Disabilities (California) is designed for educators and other professionals who want to become knowledgeable about educational learning problems and teaching strategies to enhance student performance. Students enrolled in the joint degree credential program are not awarded the master's degree until they have completed all graduate and credential coursework, including student teaching.

As part of their degree program, students will complete one or both of the following California State Teaching Credentials: the Level I Education Specialist Credential (Mild/Moderate), which will qualify graduates to teach students with mild to moderate disabilities in K-12 grades and adults through age 22, and/or the Preliminary Multiple Subject English Learner Credential (see Master of Education with Preliminary Multiple Subject English Learner Credential). This credential is a two-tiered process; information on completing the second level is available through the California Commission on Teacher Credentialing [linked].NOTE: In consultation with an academic advisor, a student may be able to complete a directed supervised practicum experience that meets the student teaching requirements to earn both credentials.

Locations: Pasadena, Online

Program Learning Outcomes

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

Transfer Credit

Transfer credit is not accepted.

Residency Requirement

It is expected that students will fulfill all 52 units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that students meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The M.A. in Education with Preliminary Education Specialist Credential is a bachelor completion program is a 52 unit program.

Fieldwork Requirements

There are 9 units of fieldwork. Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Portfolio Requirement

Portfolio development is embedded throughout the programs. Candidates will graduate with a

portfolio of their work designed to serve as a professional resource. Includes development of teaching philosophy. Portfolio offers opportunity:

- To offer meaningful demonstrations of growth and developing capabilities over time based on the belief that learning is developmental
- To track student progress
- To promote self-reflection and goal-setting
- To assist with the transition to teaching

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Master of Education degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Master degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.00 out of 4.00.

Length of Program

- Part Time Ground – 36 months/8 ½ semesters
- Full Time Ground – 20 months/5 semesters
- Part Time Online – 36 months/8 ½ semesters
- Full Time Online – 20 months/5 semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students must register for both Session I and II courses simultaneously at the beginning of the semester. Students enrolled in 7 ½ week on-ground courses follow the add/drop and refund policy for the 15-week semester.

Course Scheduling

- Ground
 - Day – Not at this time

-
- Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
 - Online – Asynchronous
 - Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Bachelor of Arts and Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are 7½ weeks in length.

M.A. in Education with Preliminary Education Specialist Credential Curriculum

The M.A. in Education with Preliminary Education Specialist Credential is a 52 unit program.

DEVELOPMENT

- HD 500 Early Childhood Themes and Lifestyles (3)
- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)
- ED 500 Intro to the Teacher Education Program (1)
- ED 510 Intro to Public Schooling (2)

DIVERSITY

- ED 530 Language and Literacy in a Diverse Classroom (3)
- ED 531 English Learner Methodologies in a Diverse Classroom (3)
- HD 600 Working with Children in a Diverse World (3)
- SPED 530 The Child with /Special Needs: An Interdisciplinary Perspective (3)

COMMUNICATION

- SPED550 Collaboration and Communication Skills for Special Educators (3)

RESEARCH

-
- ED 520 TEP Practicum A: Focus on the Classroom (1)
 - ED 521 TEP Practicum B: Focus on Learners (1)
 - ED 522 TEP Practicum C: Focus on Curriculum (1)
 - SPED 590 ESC Directed Teaching and Placement Seminar (6)
 - ED 697 Introduction to Ethnographic Research in Education (2)
 - ED 698 Working with Diverse Schools and Communities (2)
 - ED 699 Pedagogical, Social, and Cultural Implications (2)

PRAXIS

- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
 - ED 541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
 - SPED 540 Behavior Intervention and Program Planning Skills for Special Educators (3)
 - SPED 560 Instructing and Assessing Students with Mild to Moderate Disabilities (4)
 - ED 570 Healthy Children and Classroom Communities (3)
-

Sample Course Sequence

Fall Semester

Session I

- ED 500 Introduction to the Teacher Education Program (1)
- ED 510 Introduction to Public Schooling (2)

Session II

- ED 520 TEP Practicum A: Focus on the Classroom (1)
- ED 530 Language and Literacy in a Diverse Classroom (3)

Spring Semester

Session I

- HD 500 Early Childhood Themes and Life Cycle Issues (3)
- ED 521 TEP Practicum B: Focus on Learners (1)

Session II

- ED 531 English Learner Methodologies for a Diverse Classroom (3)

Summer Semester

Session I

- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

Session II

- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)

School of Education

Master of Arts in Education with Multiple Subject Credential (California)

The Master of Arts in Education prepares students to take the next step in their professional journey by combining advanced study in Education theory and practice with the academic requirements for California State Teaching Credentials. The program is designed to build on the foundation that students bring with them to the classroom and to enhance the knowledge and skills they have acquired at the undergraduate level and/or through their prior professional experience.

In keeping with Pacific Oaks College's emphasis on experiential learning, coursework for the joint degree/credential program combines both classroom learning and fieldwork at more than 25 local public schools, enabling students to draw powerful connections between theory and practice. Students are prepared to be advocates for diversity and inclusion in education. They develop a sophisticated understanding of the social, political, and cultural contexts of child and human development, preparing them to be effective advocates for democracy in education at the school, district, and state level.

The Master of Arts in Education with Multiple Subjects Preliminary Credential (California) is designed for candidates dedicated to instructional leadership in the K-12 setting. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a preliminary credential and meet requirements for a Master of Arts degree in education. As part of their degree program, students will complete the Preliminary Multiple Subject English Learner Credential. The California Preliminary Multiple Subject English Learner (MSEL/2042) credential qualifies candidates to teach in K-12 multiple subjects in self contained classrooms.

Locations: Pasadena, Online

Program Learning Outcomes

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

Transfer Credit

Transfer Credit is not accepted.

Residency Requirement

It is expected that students will fulfill all of the 50 required units through courses offered at Pacific Oaks College.

Program Specific Requirements

Prior to registering for classes each semester, it is recommended that students meet with their advisor to identify the appropriate classes to take and to review their progress towards degree completion.

The Master of Arts in Education with Preliminary Multiple Subject Credential is a 50 unit program.

Fieldwork Requirements

There are 9 units of fieldwork. Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required.

Portfolio Requirement

Portfolio development is embedded throughout the program. Candidates will graduate with a portfolio of their work designed to serve as a professional resource. Includes development of teaching philosophy. Offers demonstration of a student's growth. Purpose of the portfolio:

- To offer meaningful demonstrations of growth and developing capabilities over time based on the belief that learning is developmental
- To track student progress
- To promote self-reflection and goal-setting
- To assist with the transition to teaching

Thesis Requirement

There are 6 units required for the thesis.

Graduation Requirements

By the end of the third week of the semester in which a student expects to meet the program requirements for the Master of Arts degree, he or she is required to submit a Graduation Application to the Office of the Registrar. Students must submit the application, fees with the Business Office settled, deficiencies satisfied, and be in good standing in their program for the Master's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.00 out of 4.00.

Length of Program

- Part Time Ground – 34 months/8 ½ semesters
- Full Time Ground – 18 months/4 ½ semesters
- Part Time Online – 34 months/8 ½ semesters
- Full Time Online – 18 months/4 ½ semesters

Course Length

- Online: Exclusively 7½ weeks, not including time spent student teaching.
- Ground: Exclusively 7½ weeks, not including time spent student teaching.

Please note: Students register for both Session I and II courses simultaneously, if starting at the beginning of the semester.

Course Scheduling

- Ground
 - Day – Not at this time
 - Evening – Monday through Thursday with classes generally running from 4:30 – 9:00pm
 - Weekend – Some weekend classes may be available/required
- Online – Asynchronous
- Hybrid option– Students choose from among all available schedules (on-ground and online)

Online Learning

The Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7½ weeks in length.

Master of Education with Preliminary Multiple Subject Credential Curriculum

The Master of Education with Preliminary Multiple Subject Credential is a 50 unit program.

DEVELOPMENT

- HD500 Early Childhood Themes and Lifestyles (3)
- HD561 Advanced Studies in Social and Political Contexts of Human Development (3)
- ED500 Intro to the Teacher Education Program (1)
- ED510 Intro to Public Schooling (2)

DIVERSITY

- ED530 Language and Literacy in a Diverse Classroom (3)
- ED531 English Learner Methodologies in a Diverse Classroom (3)
- HD600 Working with Children in a Diverse World (3)
- SPED530 The Child with /Special Needs: An Interdisciplinary Perspective (3)

COMMUNICATION

- SPED550 Collaboration and Communication Skills for Special Educators (3)

RESEARCH

- ED520 TEP Practicum A: Focus on the Classroom (1)
- ED521 TEP Practicum B: Focus on Learners (1)
- ED522 TEP Practicum C: Focus on Curriculum (1)
- ED590 MSEL Directed Teaching and Placement Seminar (6)
- ED697 Introduction to Ethnographic Research in Education (2)
- ED698 Working with Diverse Schools and Communities (2)
- ED699 Pedagogical, Social, and Cultural Implications (2)

PRAXIS

- ED540 Cognitive Development and Mathematics in a Diverse Classroom A (3)
- ED541 Cognitive Development and Mathematics in a Diverse Classroom B (3)
- ED560 Integrating Thematic Instruction (3)
- ED570 Healthy Children and Classroom Communities (3)

Sample Course Sequence

Fall Semester

Session I

- ED 500 Introduction to the Teacher Education Program (1)
- ED 510 Introduction to Public Schooling (2)

Session II

- ED 520 TEP Practicum A: Focus on the Classroom (1)
- ED 530 Language and Literacy in a Diverse Classroom (3)

Spring Semester

Session I

- HD 500 Early Childhood Themes and Life Cycle Issues (3)
- ED 521 TEP Practicum B: Focus on Learners (1)

Session II

- ED 531 English Learner Methodologies for a Diverse Classroom (3)

Summer Semester

Session I

- ED 540 Cognitive Development and Mathematics in a Diverse Classroom A (3)

Session II

- HD 561 Advanced Studies in Social and Political Contexts of Human Development (3)

COURSE DESCRIPTIONS

School of Education

Bachelor Level Early Childhood Education Courses

ECE 300 Early Childhood Foundations

3 Credits

This course explores the relationship between psychological theory and practice in education. It provides an overview of the application of fundamental principles of psychology to the teaching and learning process of children. The course covers topics such as theories of cognitive development, motivation, and classroom instruction.

ECE 310 Inquiry in Context

3 Credits

This course emphasizes the importance of observation, documentation, and assessment of children within the various contexts in which they exist. The course introduces the concept of inquiry as a professional stance, or a way of knowing and being in the world of educational practice, that informs curriculum development, instruction, and assessment. The course focuses on methods of observation, documentation, and other strategies designed to appropriately assess, monitor, and plan experiences in early childhood. With an emphasis on understanding the influence of the multiple contexts in which children construct meaning, students will also learn about authentic assessment, practitioner research, and emerging concepts that promote advocacy for children within larger social, political, and cultural contexts. Informed by observation and personal reflection, students will learn about the reciprocal nature of teaching and learning and how to create learning opportunities that are accessible to all students.

ECE 320 Creating Inclusive Learning Environments

3 Credits

This course explores values, policies and practices that support the right of every infant and young child (and his or her family) to participate in a broad range of activities and contexts. Students will be introduced to issues of power and privilege; theories and models of cultural diversity; and educational policy related to issues of access and equity. The focus of the course is to integrate knowledge of various cultural frameworks into the development of inclusive learning environments that provide access to early childhood education in a diverse society.

ECE 340 Social, Emotional, and Moral Development in Early Childhood Education

3 Credits

This course will examine core concepts of social, emotional, and moral development, including attachment, temperament, personality, identity, and social competence. The works of such theorists as Erikson, Vygotsky, Bowlby, and Kohlberg will be critically analyzed, and students will be introduced to current research in the field of early childhood development.

ECE 350 Art, Music, and Movement in Early Childhood

3 Credits

Through activity-based instruction, this course introduces students to creative experiences designed to help early childhood educators develop curriculum in art, music, and movement. Students will also study the physical and motor development of young children.

ECE 360 Family, School, and Community in Early Childhood Education

3 Credits

This course examines the requisite knowledge and skills for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, schools/centers, and community resources. Students will also be introduced to inclusive programs for children and schools that serve young children with and without special needs.

ECE 365 Technology in Early Childhood Education

3 Credits

This course provides an introduction to the use of technology to facilitate teaching and learning in early childhood education. The course focuses on the effective use of instructional media and computers in the classroom. Emphasis is placed on the selection, operation, and evaluation of hardware and software for educational use with young children.

ECE 370 Infants and Toddlers

3 Credits

This course examines and analyzes theoretical frameworks and contemporary research on infant and toddler development (prenatal - 2 years). Emphasis will be placed on the developmental milestones of infancy and toddlerhood. Students will explore

the environmental influences on development such as parenting, poverty, second language acquisition, disability, prejudice, and policy.

COURSE DESCRIPTIONS

School of Education

Bachelor Level Education Courses

ED 300 - Introduction to the Teacher Education Program

1 unit

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.

ED 310 - Introduction to Public Schooling

2 units

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

ED 320 - TEP Practicum A: Focus on the Classroom

1 unit

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.

ED 321 - TEP Practicum B: Focus on Learners

1 unit

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.

Prerequisite(s): [ED 320](#)

ED 322 - TEP Practicum C: Focus on Curriculum

1 unit

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

class include state-adopted and teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; hands-on learning; and types of formal and informal assessments. This course is the third of a 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.

Prerequisite(s): [ED 320](#) and [ED 321](#)

ED - 323 Introduction to Field Work

1 Unit

In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this introduction to fieldwork, students learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED 324 - Fieldwork I

1 Unit

In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this second fieldwork course, students continue to learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED 325 - Fieldwork II

1 Unit

In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this second fieldwork course, students continue to learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED 330 - Language and Literacy in a Diverse Classroom

3 units

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.

ED 331 - English Learner Methodologies for a Diverse Classroom

3 units

y 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(s): [ED 330](#) MSEL/2042 students complete TPA contemporaneously

ED 340 - Cognitive Development and Mathematics in a Diverse Classroom A

3 units

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.

ED 341 - Cognitive Development and Mathematics in a Diverse Classroom B

3 units

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.

ED 342 - Developing Mathematical Thinking

3 Units

This course focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, brain research, and Gardner, emphasis will be placed on the implications of a constructivist theory in terms of the role of the teacher, the classroom environment and student learning. Participants will therefore actively apply cognitive theoretical content to mathematics instruction. The unique needs of English language learners and children with special needs will be addressed throughout the course. This course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learning-centered curriculum.

ED 360 - Integrated Thematic Instruction: Science, Social Studies and the Arts

3 units

Students, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical

thinking, and using the community as a real-world text. Students will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate all curricular areas. Additionally, participants will have opportunities to examine standard texts, curricula and materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. Emphasis will be placed on the inclusion of English language learners and children with special needs.

ED 370 - Healthy Children and Class Communication

2 units

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

ED 390 - MSEL Directed Teaching Placement and Seminar

6 units

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.

Prerequisite(s): Prerequisite: 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.

ED 391– Supervised Practicum in Early Childhood Education

3 units

In this course, students complete at least 120 hours of supervised practicum experience at an approved early childhood education classroom or other setting. The placement is accompanied by a weekly seminar. Seminar topics include cooperative learning, curriculum development, classroom management, differentiating instruction, lesson planning and assessment, and parent-teacher interaction.

ED 492 - Independent Study

1 - 4 units

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.

COURSE DESCRIPTIONS

School of Education

Bachelor Level Special Education Courses

SPED 330 - The Child with Special Needs: An Interdisciplinary Perspective

3 credits

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.

SPED 340 - Behavior Intervention and Program Planning for Students with Special Needs

3 credits

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

SPED 350 - Collaboration and Communication Skills for Special Educators

3 credits

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.

SPED 360 - Instructing and Assessing Students with Mild to Moderate Disabilities

4 credits

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 accurately interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed over fourteen years of age.

SPED 390 - ESC Directed Teaching Placement and Seminar

6 credits

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.

SPED 492 - Independent Study

1 - 4 credits

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.

SPED 495 - Intern Seminar

1 credit

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.

COURSE DESCRIPTIONS

School of Education

Master Level Early Childhood Education Courses

ECE 500 Advanced Seminar in Early Childhood Education

3 Credits

This course critically examines current and emerging theories and research in early childhood education (e.g., brain development in young children; gender identity/expression in early childhood) that impact instruction and programming in early childhood education. The course also focuses on differentiating learning environments and curriculum design for infants and toddlers, preschoolers, and school-age (early elementary) to promote developmentally responsive leadership in the delivery of services to both children and the adults who care for them.

ECE 510 Understanding Assessment and Research in Early Childhood Education

3 Credits

This course provides a framework for understanding the practical use of research and assessment data in designing, implementing, and evaluating early childhood educational programs. The course provides a review of research terminology and focuses on how educational data are captured and reported. Traditional and alternative data collection methods and their utility in comprehensive reporting for school transition data will be examined. Issues of accessibility and bias will also be explored regarding the application of assessment and research to culturally diverse children and families.

ECE 520 Balancing Ethical and Moral Consideration in Leadership in Early Childhood Education

3 Credits

Effective early childhood leadership that is rooted in a commitment to social justice requires the examination of one's own beliefs, values, morals and assumptions as these inevitably impact one's practice with children, families and professionals. Accessing these parts of one's self and evaluating them in light of a leadership role in early childhood education allows opportunities to recognize one's moral and ethical strengths and assumptions and the ways in which these intersect with those of others in our care. Cultural differences will be considered, and strategies for bridging these differences in service to all children and families will be explored.

ECE 530 Public Policy and Its Impact on Children and Families

3 Credits

This course explores the role and impact of public policy as it relates to early childhood education. Through an examination of current and historical public educational policy, the course examines the multiple factors that influence the education of young children including emerging scientific research, diverse pedagogical perspectives, historical influences and data, community activism and support systems addressing family well-being. The course also focuses on policies related to the academic qualifications of teachers and administrators in early childhood education and the allocation of resources to ensure quality delivery systems. Students will also critically examine existing policies with regard to the delivery of culturally competent care for children and families and articulate strategies for advocating for public policy change where indicated.

ECE 540 Creating Responsive Communities for All Families

3 Credits

Maximizing the potential of every young child requires effective leadership committed to building culturally responsive and inclusive early childhood educational communities for all families. This course emphasizes the importance of understanding what creates community and how it is best nurtured to be responsive to common community needs (e.g., parent education that enhances child growth and development) as well as those unique to particular communities. This course addresses the importance of developing effective communication skills and culturally responsive programs and policies that welcome and celebrate all members of the early childhood educational community. Existing programs and communication strategies will be examined, particularly with regard to the diverse needs of families.

ECE 600 The Impact of Privilege and Oppression in Early Childhood Educational Settings

3 Credits

Exploring the cultural contexts of communities from a lens of privilege and oppression opens doors to understanding and considerations for inclusion, equity, advocacy and support in early childhood educational settings. This course explores early childhood educational experiences relevant to such variables as race, ethnicity, gender, socioeconomic status, religion, sexual orientation, gender identity or expression, (dis)ability, and body size. Through self-reflection and critical review of related research and other scholarship, students will examine the historical and current role of privilege and oppression in the delivery of early childhood educational services. Strategies and resources for designing and implementing programs that are intentionally inclusive and welcoming to all will also be addressed.

ECE610 Business and Fiscal Management in Early Childhood Education

3 Credits

This course focuses on issues related to business and fiscal management of early childhood educational systems. Students will be introduced to processes such as developing reporting procedures, managing budgets, cultivating boards, and setting priorities based on a set of shared values and objectives. The course addresses how to initiate and operate systems that both balance the budget and communicate strategic priorities. Such concepts as cost effectiveness, benefits analysis, and budget forecasting will also be covered.

ECE 620 Human Resource Management in Educational Leadership

3 Credits

This course introduces students to theories, models, and methods of human resource management in early childhood educational settings. The course emphasizes the importance of developing responsive and clearly articulated policies and procedures, recruiting and developing effective personnel, and maximizing staff retention. Various policies, practices, and systems in human resource management will be examined, particularly in terms of cultural sensitivity and accessibility to individuals with disabilities.

ECE 630 Program Evaluation and Design Seminar

4 Credits

Within the context of this course, students will integrate their knowledge and understanding of program evaluation by formally evaluating a specific program being offered at an early childhood educational setting. The seminar focuses on industry standards for program evaluation and will introduce students to measurement tools used in the California Quality Rating Improvement System (QRIS) such as the Environment Rating Scales, NAEYC Accreditation components, the Program Administrators Scale (PAS), and the Adult Involvement Scale. Students will apply theory to practice by integrating field-based observations with data from QRIS assessment data to conduct an evaluation of a specific program and provide recommendations for optimizing effectiveness of programming.

ECE 640 Special Topics in Leadership in Early Childhood Education

3 Credits (@ 1 unit each)

Special Topics* courses are one-unit elective seminars that deeply address complex issues related to leadership in early childhood education (see sample list below). Seminars will incorporate lecture, self-reflection, panel discussions relating personal experiences, and concrete resource development. Students will complete reflective writing assignments and develop a comprehensive resource file which will include research articles regarding the topic, related government policies, list of community-based resource agencies, and agenda for staff development.

COURSE DESCRIPTIONS

School of Education

Master Level Education Courses

ED 500 - Introduction to the Teacher Education Program

1 credit

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).

ED 510 - Introduction to Public Schooling

2 credits

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

ED 520 - TEP Practicum A: Focus on the Classroom

1 credit

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 B.A. or M.A.

ED 521 - TEP Practicum B: Focus on Learners

1 credit

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.

Prerequisite(s): [ED 520](#)

ED 522 - TEP Practicum C: Focus on Curriculum

1 credit

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

Prerequisite(s): [ED 520](#) and [ED 521](#)

ED 530 - Language and Literacy in a Diverse Classroom

3 credits

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.

ED 531 - English Learner Methodologies for a Diverse Classroom

3 credits

y 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(s): [ED 530](#) . MSEL/2042 students complete TPA contemporaneously

ED 540 - Cognitive Development and Mathematics in a Diverse Classroom A

3 credits

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.

ED 541 - Cognitive Development and Mathematics in a Diverse Classroom

3 credits

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.

ED 550 - An Anti-bias Approach to the Inclusive Classroom

3 units

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

ED 560 - Integrated Thematic Instruction: Science, Social Studies and the Arts

3 credits

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

ED 570 - Healthy Children and Classroom Communities

2 credits

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

ED 590 - MSEL Directed Teaching and Placement Seminar

6 credits

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.

Prerequisite(s): Prerequisite: Successful completion of all course work, CBEST, CSET and Certificate of Clearance. MSEL/2042 students complete TPA tasks 3 & 4.

ED 692 - Independent Study

1 - 4 credits

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.

ED 697 - Introduction to Ethnographic Research in Education

2 credits

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.

ED 698 - Working with Diverse Schools and Communities

2 credits

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.

ED 699 - Pedagogical, Social, and Cultural Implications

2 credits

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.

COURSE DESCRIPTIONS

School of Education

Master Level Special Education Courses

SPED 500 - Introduction to the Teacher Education Program

1 credit

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.

SPED 530 - The Child with Special Needs: An Interdisciplinary Perspective

3 credits

This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. For purposes of enhancing the teacher's effectiveness in the classroom, the following areas will be addressed: 1. Knowledge of, and sensitivity toward, people with disabilities 2. Knowledge of federal/state mandates for educating students with disabilities; 3. Identification and screening of a child with special needs; 4. Involvement of parents in the process of meeting student needs; 5. Collaboration with other professionals to identify appropriate interventions; 6. Application of methods used to modify the curriculum and accommodate various learning styles; and 7. Accessing educational and community resources such as assistive technology, career and vocational education.

SPED 540 - Behavior Intervention and Program Planning for Students with Special Needs

3 credits

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

SPED 550 - Collaboration and Communication Skills for Special Educators

3 credits

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

SPED 560 - Instructing and Assessing Students with Mild to Moderate Disabilities

4 credits

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 accurately interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed.

SPED 590 - ESC Directed Teaching Placement and Seminar

6 credits

Directed Teaching is a 15-week student teaching experience in a Special Day Class or program for students or young adults with mild/moderate disabilities. The practicum is accompanied by a seminar which meets at regular intervals to discuss experiences with other student teachers, and to refine skills in the following areas: 1. Ability to adapt and modify core curriculum to ensure student learning; 2. Collaboration with families and other professionals to coordinate services; 3. Planning and implementing appropriate individualized instructional programs, including transition plans; 4. Providing a supportive climate for growth in interpersonal relationships; 5. Evaluating children's progress and program effectiveness with a variety of assessment approaches; and 6. Developing an effective classroom management plan, including individual Positive Behavior Support Plans, as appropriate.

SPED 600 - Induction Seminar A: Developing an Induction Plan

2 credits

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.

SPED 610 - Applied Issues in Special Education

3 credits

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

SPED 630 - Advanced Strategies for Teaching Students with Mild/Moderate Disabilities

4 credits

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 active engagement in the learning process. Evaluating instructional practices will also be covered.

SPED 640 - Assistive Technology & Transition

3 credits

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.

SPED 650 - Induction Seminar B: Evaluating the Induction Plan

2 credits

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

SPED 692 - Independent Study

1 credit

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.

SPED 695 - Intern Seminar

1 credit

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.

COURSE DESCRIPTIONS

School of Human Development & Family Studies

Bachelor Level Human Development Courses

HD 300 - Early Childhood Themes and Life Cycle Issues

3 units

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 discomfiting 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.

HD 301 - Advanced Studies in Human Development

3 units

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(s): [HD 300](#)

HD 302 - Research Seminar

1 unit

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.

HD 303 - The Earliest Years**3 units**

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.

HD 305 - Cognitive Development: How Children Learn**3 units**

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.

HD 306 - Play in Childhood

3 units

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 examined. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

HD 315 - The Art of Observation

3 units

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

HD 320 - Contemporary Urban Adolescents

3 units

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

HD 330 - Adult Development: Mission and Vision

3 units

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

HD 335 - Human Development: The Elder Years

3 units

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

HD 341 - Communication For Empowerment

3 units

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

HD 345 - Communication For Empowerment: Online

1 unit

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 three (3) modules must be completed to satisfy core requirement.

HD 346 - Communication For Empowerment: In the Life Cycle

1 unit

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.

HD 347 - Communication For Empowerment: In Culture

1 unit

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

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

HD 350 - Communication and the Life Cycle

3 units

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 special context of attentiveness.

HD 351 - Conflict Resolution and Mediation**3 units**

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.

HD 352 - Communication Skills and Individual Dynamics**3 units**

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

HD 361 - Social and Political Contexts of Human Development

3 units

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

HD 363 - Education for Critical Consciousness

3 units

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.

HD 364 - Community as a Context for Development

3 units

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

HD 370 - Development of Bicultural Children

3 units

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

HD 371 - Working with Bicultural Children

3 units

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.

HD 372A - Seminars in Bicultural Development and Education: Biculturalism

1 unit

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](#)

HD 372B - Seminar in Bicultural Development and Education: Observation

1 unit

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(s): [HD 372A](#)

HD 372C - Seminar in Bilcultural Development and Education: Transformation

1 unit

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(s): [HD 372B](#)

HD 373 - The Development of Children of African Descent: Early Childhood Years (0-5)

3 units

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.

HD 374 - Development of Children of African Descent: School Age Years (6-12)

3 units

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.

HD 380 - Children's Autobiographical Narratives as Social Justice Curriculum

3 units

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.

HD 381 - Human Development and Social Change

3 units

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.

HD 382 - Participatory Action Research

3 units

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.

HD 383 - Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy

3 units

The roots of education for social justice lie in the works of John Dewey, Lev Vygotsky, and Paolo 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, Paolo Freire, W.E.B. Dubois, and bell hooks, and ways of constructing progressive critical pedagogy, which is grounded in participatory democracy and social justice.

HD 384 - The Power of Our Stories: Exploring Issues of Race and Identity**3 units**

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.

HD 390 - Developing Anti-Bias Curriculum: Teaching our Values to our Children**3 units**

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education 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(s): [HD 400](#)

HD 391 - Implementing Anti-Bias Curriculum**3 units**

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(s): [HD 361](#) and [HD 400](#)

HD 400 - Working with Children in a Diverse World

3 units

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

HD 402 - Working with Families in a Diverse World

3 units

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.

HD 405 - Developmental Education

3 units

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

HD 406 - Emergent Curriculum: Reflecting Learner Lives

3 units

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.

HD 411 - Working with Adults

3 units

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.

HD 416 - Leadership in Education

3 units

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

HD 422 - Authentic Infant-Competent Child

3 units

This class will analyze diverse approaches to infant rearing 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.

HD 424 - Introduction to Therapeutic Companions/Behavior Interventions

3 units

This class provides an overview of the working definition of the therapeutic companion, the types of childhood difficulties that may benefit from therapeutic support and professional competencies required. Students will explore the history and purposes of the field. Additionally, students will begin to develop an understanding of

- The environments and employment settings in which Therapeutic Companions could work (preschools, schools, clinics, agencies, etc.)
- Functional behavioral principles and analysis
- How to translate behavioral approach and language into child relationship base and implement recommendations of analysis
- How to facilitate social interactions for the child/client and peers
- Issues around advocacy for children in an IEP

HD 425 - Intervention Models in Early Childhood Education

3 units

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.

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

HD 426 - Working with Children who Challenge Teachers' Skills

3 units

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.

HD 430 - Play, Language and Literacy Development

3 units

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.

HD 432 - Children's Literature

3 units

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.

HD 440 - Models and Methods of Family/School Collaboration

3 units

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.

HD 441 - Team Building for Early Childhood Educators and Parents

3 units

Designed for administrators, teachers, staff, and parents to create an effective team which values working together with mutual respect. Among the issues addressed will be: 1) including parents as members of the team working for the growth and support of the children; 2) developing clear communication, written and oral, formal and informal and 3) exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. This is an equivalent class for [HD 440 - Models and Methods of Family/School Collaboration](#) , with permission of advisor.

HD 445 - Writing Our Stories: Reflections on Literacy Development

3 units

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.

HD 446 - Women in Administration

3 units

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 unit for Administration/Supervision of Child Care Programs.

HD 450 - Reflective Teaching

1 - 4 units

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

HD 457 - College Teaching/Teaching Adults: Fieldwork/Observation

1 - 5 units

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. Unit 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. Unit is based on 45 hours per unit of observation, reading, and seminar participation. Available to B.A. student upon discretion of advisor.

HD 460 - Foundations of Teaching Art: Releasing the Imagination

3 units

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.

HD 462 - Women in Art

3 units

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 - Leadership - Fieldwork and Observation

0 unit

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. Unit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

HD 470 - Teaching as Performing Art

3 units

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.

HD 475 - Arts and Social Change

3 units

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.

HD 477 - The Community as Classroom: Forging Connections Through the Arts

3 units

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.

HD 484A - Prior Experiential Learning 1

3 units

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.

HD 484B - Prior Experiential Learning 2

3 units

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.

HD 485A - Prior Experiential Learning 3

3 units

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.

HD 485B - Prior Experiential Learning 4

3 units

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.

HD 486A - Prior Experiential Learning 5

3 units

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.

HD 486B - Prior Experiential Learning 6

3 units

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.

HD 487A - Prior Experiential Learning 7

3 units

Reflective Study: Research 1 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.

HD 487B - Prior Experiential Learning 8

3 units

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.

HD 488A - Prior Experiential Learning 9

3 units

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.

HD 488B - Prior Experiential Learning 10

3 units

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.

HD 489 - Reflection on Life Experience

3 units

This class is open to any student admitted to the BA program. To earn unit 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 unit 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 Unit for Life Experience.

HD 491 - Pacific Oaks Online Orientation

0 units

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

HD 492 - Independent Study

1 - 4 units

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.

HD 493 - Fieldwork: Practicum A

(3 units)

This is the first of two, supervised fieldwork placements. Students will be required to do practicum A in the Pacific Oaks Children's School. Basic contact requirement includes six hours per week of contact time in the fieldwork setting plus a three hour weekly seminar. Students will organize their observations and practice along a continuum, from typically to atypically developing children. Broadly speaking, this class helps students refine their skills in the following areas:

- Observation and recording.
- Understanding the context of observations e.g. nutrition, parental relationship, family culture.
- Developing working relationships with teachers, staff, and other professionals.
- Ability to implement recommendations of different analysts and integrating different philosophies of care.
- Adapting to different types of environments in order to be employable in different settings.

HD 494 - Fieldwork: Practicum B

(3 units)

Students will continue to refine skills from Practicum A. Students conduct Practicum B in a setting outside the Pacific Oaks Children's School unless otherwise approved by the instructor. Each student receives one visit during their placements from the course supervisor. Additionally, all students are required to participate in "Grand Rounds" where they conduct and record observations at the placement settings of three students in the class.

HD 495 - Special Topics

0 units

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

COURSE DESCRIPTIONS

School of Human Development & Family Studies

Master Level Human Development Courses

HD 500 - Early Childhood Themes and Life Cycle Issues

3 credits

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 HD 500 as an online class must also take [HD 502 - Advanced Research Seminar](#) to meet the research competency requirement.

HD 501 - Advanced Studies in Human Development

3 credits

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(s): [HD 500](#)

HD 502 - Advanced Research Seminar

1 credit

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.

HD 503 - Advanced Study of the Earliest Years

3 credits

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.

HD 505 - Advanced Studies in Cognitive Development: How Children Learn

3 credits

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.

HD 506 - Advanced Studies in Play in Childhood

3 credits

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.

HD 515 - Advanced Studies in the Art of Observation

3 credits

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.

HD 520 - Advanced Studies in Contemporary Urban Adolescents

3 credits

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.

HD 535 - Advanced Studies in Human Development: The Elder Years

3 credits

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.

HD 541 - Advanced Studies in Communication for Empowerment

3 credits

This class will empower students to make connections with other people. Five 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.

HD 545 - Advanced Communication For Empowerment: Online

1 credit

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 three (3) modules must be completed to satisfy core requirement.

HD 546 - Advanced Communication For Empowerment: In the Life Cycle

1 credit

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 three (3) modules must be completed to satisfy core requirement.

HD 547 - Advanced Communication For Empowerment: In Culture

1 credit

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 paralinguistics along with power dynamics.

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

HD 550 - Advanced Studies in Communication and the Life Cycle

3 credits

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.

HD 551 - Advanced Studies in Conflict Resolution and Mediation

3 credits

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.

HD 561 - Advanced Studies in Social and Political Contexts of Human Development

3 credits

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.

HD 562 - Advanced Studies in Diversity and Anti-Bias Issues

3 credits

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.

Prerequisite(s):

[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.

HD 563 - Advanced Studies in Education for Critical Consciousness**3 credits**

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.

HD 564 - Advanced Studies in Community as a Context for Development**3 credits**

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.

HD 570 - Development of Bicultural Children

3 units

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

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

HD 571 - Advanced Studies in Working with Bicultural Children

3 credits

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.

HD 572A - Advanced Seminar in Bicultural Development and Education: Biculturalism

1 credit

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 - Advanced Studies in Social and Political Contexts of Human Development](#).

HD 572B - Advanced Seminar in Bicultural Development and Education: Observation

1 credit

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 [HD 572A](#)

HD 572C - Advanced Seminar in Bicultural Development and Education: Transformation

1 credit

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 [HD 572A](#) and [HD 572B](#)

HD 573 - Advanced Studies in the Development of Children of African Descent: Early Childhood Years (0-5)

3 credits

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.

HD 574 - Advanced Studies in the Development of Children of African Descent: School Age Years (6-12)

3 units

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.

HD 580 - Children's Autobiographical Narratives as Social Justice Curriculum

3 credits

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.

HD 581 - Advanced Studies in Human Development and Social Change

3 credits

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.

HD 582 - Advanced Studies in Participatory Action Research

3 credits

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.

HD 583 - Advanced Studies in Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy

3 credits

The roots of education for social justice lie in the works of John Dewey, Lev Vygotsky, and Paolo 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, Paolo Freire, W.E.B. Dubois, and bell hooks, and create progressive critical pedagogy grounded in participatory democracy and social justice.

HD 584 - Advanced Studies in the Power of Our Stories: Exploring Issues of Race and Identity

3 credits

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.

HD 590 - Advanced Studies in Anti-Bias Curriculum: Teaching our Values to our Children

3 credits

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(s): [HD 600](#) or instructor permission.

HD 592 - Advanced Studies in Implementing Anti-Bias Curriculum

3 credits

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(s): [HD 561](#) or [HD 562](#) , or permission of instructor.

HD 600 - Advanced Studies in Working with Children in a Diverse World

3 credits

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.

HD 601 - Ecology of Working Children

3 credits

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.

HD 602 - Advanced Studies in Working with Families in a Diverse World

3 credits

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.

HD 605 - Advanced Studies in Developmental Education

3 credits

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.

HD 606 - Advanced Studies in Emergent Curriculum: Reflecting Learner Lives

3 credits

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.

HD 611 - Advanced Studies in Working with Adults

3 credits

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.

HD 616 - Advanced Studies in Leadership in Education

3 credits

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.

HD 621 - Evaluating Environments and Planning for Change

3 units

The goal of this class is to teach people who are responsible for children and children's programs to analyze environmental dimensions and to examine the range of environmental variables that govern the behavior of children and staff. There will be opportunities to observe at Pacific Oaks and in other settings and to problem solve by altering the environment. By arrangement, this class may give credit for Administration/ Supervision of Child Care Programs.

HD 622 - Advanced Studies in Authentic Infant-Competent Child

3 credits

This class will evaluate diverse approaches to infant-rearing 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.

HD 625 - Advanced Studies in Intervention Models in Early Childhood Education

3 credits

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.

HD 626 - Advanced Studies in Working with Children who Challenge Teachers' Skills

3 credits

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.

HD 630 - Advanced Studies in Language and Literacy Development

3 credits

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.

HD 632 - Advanced Studies in Children's Literature

3 credits

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.

HD 635 - Administration of Child Care Facilities

3 units

This class will identify approaches and techniques for working with parents, issues concerning programming, supervision of staff, and providing on-going growth and training of staff. We will discuss the skills and techniques necessary to administer a variety of early childhood education programs, including preschool and day care. Such issues as budgeting, record keeping, authority, communication and creativity will be discussed.

HD 640 - Advanced Studies in Methods of Family/School Collaboration

3 credits

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.

HD 641 - Advanced Studies in Team Building for Early Childhood Educators and Parents

3 credits

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 - Advanced Studies in Methods of Family/School Collaboration](#) , with permission of advisor.

HD 645 - Advanced Studies in Writing Our Stories: Reflections on Literacy Development

3 credits

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 modeling 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.

HD 646 - Advanced Studies in Women in Administration

3 credits

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.

HD 650 - Advanced Studies in Reflective Teaching

1 - 3 credits

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.

HD 656 - Administration/Supervision: Fieldwork/Observation

1 credit

Fieldwork requires that students have a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation. Observation focuses on one or more persons, whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed is required. Credit is based on 45 hours per unit of observation, reading, and seminar participation. Available to B.A. student upon discretion of advisor.

HD 657 - College Teaching/Teaching Adults: Fieldwork/Observation

1 - 3 credits

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

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

HD 658 - Parent/Community Work: Fieldwork/Observation

1 credit

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

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

HD 660 - Advanced Studies in Foundations of Teaching Art: Releasing the Imagination

3 credits

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.

HD 662 - Advanced Studies in Women in Art

3 credits

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 - Leadership - Fieldwork and Observation

1 - 3 credits

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.

HD 670 - Advanced Studies in Teaching as Performing Art

3 credits

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.

[\[Add to Portfolio\]](#) [\[Print Course\]](#)

HD 675 - Advanced Studies in Arts and Social Change

3 credits

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.

HD 677 - Advanced Studies in The Community as Classroom: Forging Connections Through the Arts

3 credits

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.

HD 680 - Introduction to Pacific Oaks Pedagogy

0 credits

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

HD 684 - Thesis Development

3 credits

Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis. They will learn to organize their writing, develop themes, review technical writing skills and practice editing thesis and proposal material. Students must present a draft proposal for review to complete this class. Thesis Development is also offered in this modular format online.

HD 685 - Thesis Development A

1 credit

Students will develop and refine their thesis topic while developing an understanding of the elements of a formal proposal and thesis, including literature review, methodology and data analysis.

HD 686 - Thesis Development B

1 credit

Students will initiate literature searches and develop and pilot their methodology.

Prerequisite(s): [HD 685](#) , or waiver.

HD 687 - Thesis Development C

1 credit

Students will learn to organize their writing, develop themes, review technical writing skills and practice editing thesis and proposal.

HD 689 - Thesis Support Group

0 credits

An online facilitated group providing mutual support in thesis writing. This group is ongoing and may be joined at any time.

HD 690 - Thesis Workshop

0 credits

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(s): [HD 684](#) or equivalent.

HD 691 - Pacific Oaks Online Orientation

0 credits

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

HD 692 - Independent Study

1 - 4 credits

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.

HD 695 - Special Topics

1 - 4 credits

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

HD 698 - Assessment of Experience

1 unit

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

HD 699 - Thesis/Master's Project

4 credits

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 699 Thesis Completion. Course is for 4 credits but bills at 3 credits.

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

HD 699C - Thesis Continuation

0 credits

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.

Prerequisite(s): [HD 699](#)

COURSE DESCRIPTIONS

School of Human Development & Family Studies

Marital & Family Therapy Courses

MFT 500 - The Interface of Society and Human Development

3 credits

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.

MFT 504 - Latina/o History and Culture

3 credits

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

MFT 505 - Communication and Counseling Skills

3 credits

This is an introductory class in developing basic interview/communication skills for use in interpersonal relationships, working with students and parents in educational settings, and an emphasis on the counseling relationship. This class is designed to

train the student to see oneself in social interactions in light of one's social/cultural/ethnic context, and to be able to communicate to others clearly, effectively and cross-culturally. There will be a strong emphasis on the skills of active listening, consisting of the skills of empathy, clarification, reflection of feelings, confrontation, as well as others. This will empower the student to function in the helper role of facilitator and counselor.

MFT 510 - Personality Theories and Clinical Intervention

3 credits

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) requirements for the California MFT license.

MFT 511 - African American History and Culture

3 credits

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

MFT 513 - African American Psychology

3 credits

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 - African American Family and Child

3 credits

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

MFT 519 - Advocacy in the African American Community**2 credits**

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

MFT 520 - Theories of Marriage, Family and Child Counseling**3 credits**

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.

MFT 524 - Latina/o Family Systems**3 credits**

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

MFT 530 - Clinical Theories of Child Development

3 credits

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 growth and development and how they manifest intrapsychically and interpersonally. Theoretical material will include elements of ego psychology, object relations, self psychology, attachment theory, and infant and child research. Readings will be taken from the writings of Freud, Klein, Balint, Winnicott, Bick, Sarnoff, Mahler, Bowlby, Kohut, Erikson, Piaget and Stern among others. Learning tasks will consist of reading and discussion, assigned observation of children, modeling and role playing, and viewing of films.

Prerequisite(s): [MFT 510](#)

MFT 531 - Domestic Violence

1 credit

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.

MFT 534 - Historical Trauma

2 credits

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

MFT 540 - Trauma and Abuse with Individuals and in Families

2 units

This course will examine the impact of trauma on the lifecycle of individuals and families from a developmental framework. We will focus on trauma therapy and other types of therapeutic models, e.g. traumafocused CBT, EMDR, psychological first aid, etc. to assist in the recover from trauma from natural disasters, interpersonal violence, war and terrorism. We will discuss spousal and child abuse and mandated reporting, emphasizing etiology, detection, cultural aspects, and treatment approaches. Furthermore, the class will address the occurrence of compassion fatigue or secondary trauma in the practitioner who works with a traumatized population, including strategies to combat its development. This course satisfies the BBS requirements for course work on spousal abuse and child abuse detection and reporting for mandated reporters.

MFT 541 - Introduction to Trauma

1 credit

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.

MFT 542A - Substance Abuse, the Individual, and Family Dynamics

2 credits

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.

Prerequisite(s): [MFT 520](#) and [MFT 510](#)

MFT 549 - Theories and Applications of Psychological Testing

2 credits

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.

MFT 550 - Psychopathology of Adulthood

3 credits

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(s): [MFT 510](#) and [MFT 520](#) and [MFT 505](#)

MFT 551 - Human Sexuality and Sexism

1 credit

This course focuses on issues related to human sexuality and sexism in psychotherapeutic settings. This course will also explore the students psycho-sexual 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.

MFT 552 - Professional Ethics and the Law

2 credits

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.

MFT 554 - Latina/o Psychology

3 credits

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

MFT 560 - Psychopathology of Childhood and Adolescence

3 credits

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(s): [MFT 530](#)

MFT 561 - Child Abuse Assessment and Reporting

1 credit

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.

MFT 562 - Research Design and Methods

2 credits

The goal of this 2 unit course is to acquaint the beginning research student with a variety of research paradigms and methods, both qualitative and quantitative, useful in pursuing clinically relevant and competent research in the human sciences, within the multicultural and diverse sociopolitical context of our society. A variety of such methods will be studied, explored and tried in simulated research tasks, with a focus on the particular needs of the mental health research/practitioner. Basic skills in reading, understanding and assessing research literature will also be developed.

MFT 568 - Research Methods and Critical Analysis

3 credits

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.

MFT 572 - Thesis Proposal

2 credits

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(s): [MFT 562](#)

MFT 582 - Master's Thesis Completion

0 credits

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

Prerequisite(s): [MFT 562](#) and [MFT 572](#)

MFT 582C - Thesis Continuation

0 credits

Required for all students working on completing their thesis after they have completed [MFT 582](#). 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(s): [MFT 582](#)

MFT 585 - Clinical Skills in Family Therapy

3 credits

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(s): [MFT 520](#) and [MFT 510](#) and [MFT 505](#)

MFT 591 - Independent Study

1 - 3 credits

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.

MFT 595 - Therapy with Children

3 credits

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, cross-cultural and intra-cultural variations in normative child and family functioning will be integrated with the development of child evaluation and treatment skills. Multiple theoretical perspectives of child therapy will be considered. The major childhood disorders will be reviewed and applied to specific case material. The range of modalities utilized in child therapy will be explored with special emphasis on the use of play therapy. Clinical assessment and treatment of the child in socio-cultural context will be the focus of practice skills development. Clinical issues in child therapy with special populations will be presented.

Prerequisite(s): [MFT 530](#) and [MFT 520](#) and [MFT 510](#)

MFT 622 - Couples Therapy

2 credits

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.

Prerequisite(s): [MFT 505](#) and [MFT 510](#)

MFT 624 - Advocacy and Community Mental Health in the Latina/o Community

2 credits

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

MFT 630 - Clinical Portfolio: MFT Theory and Practice

3 credits

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.

MFT 632 - Psycho-pharmacology

2 credits

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

MFT 642 - Group Therapy

2 credits

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(s): [MFT 505](#) and [MFT 520](#) and [MFT 510](#)

MFT 650 - Cross-Cultural Mores and Values

3 credits

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(s): [MFT 500](#) and [HD 562](#)

MFT 651 - Practicum A

2 credits

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

MFT 663 - MFT Practicum B

2 credits

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 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 health care systems.

MFT 672 - Practicum C

2 credits

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

MFT 684 - Practicum D

0 credits

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(s): [MFT 651](#) and [MFT 663](#) and [MFT 672](#)



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

Pacific Oaks College
Student Handbook
2011 -2012

TABLE OF CONTENTS

SECTION I - INTRODUCTION

Welcome Message from the Student Government Association

SECTION II - INSTITUTIONAL POLICIES

- Academic Freedom
- Federal Educational Rights and Privacy Act Policy
- Copyright Policies
- Disability Services
- Discrimination, Harassment and Retaliation Policies
 - Sexual Harassment
 - Retaliatory Harassment
 - Reporting and Redress of Complaints
- Confidentiality
- Sexual Assault Policy
- Equal Opportunity and Affirmative Action Policy
- Alcohol and Other Drug Usage
- Pet and Animal Policy
- Smoking Policy
- Information Technology Policies
 - Conditions of Use of Computing, Learning & Networking Facilities
- Electronic Devices Policy
- Campus Safety and Security
- Campus Crime Reporting (Clery Act)
- General Crime Prevention Measures
- Reporting of Crimes
- Emergency Response and Evacuation Procedures
- Crime Log and Timely Warning Policy
- Parking
- Campus Security Contact Information

SECTION III – STUDENT CONDUCT & DISCIPLINARY POLICIES

- Student Rights and Responsibilities
- Student Standards of Conduct
- Unacceptable Behavior
- Academic Integrity
 - Violations
 - Reporting and Review Process
 - Sanctions
- Student Misconduct and Disciplinary System
 - Complaints
 - Due Process
 - Committee Hearing Procedures
 - Appeal Procedures
 - Possible Sanctions
 - Exceptional Procedures
- Student Disciplinary Records
- Student Grievance Policy

SECTION IV – FINANCIAL AID & STUDENT ACCOUNTS POLICIES

- Financial Aid Professional Code of Conduct
- Tuition and Fee Payment
- Payment Plans
- Refund Schedule
 - Fall and Spring Semesters (15 week and 7 ½ week on-ground courses)
 - Half Semester (7 ½ week online courses)
- Institutional Withdrawal
- Financial Aid Refund
- Applying for Financial Aid
- Disbursement of Aid
- Financial Aid Eligibility Factors
 - Enrollment Status
 - Satisfactory Academic Progress
- Types of Financial Aid

SECTION V - ACADEMIC POLICIES

- Class Attendance
- Children in the Classroom
- Registration
 - Registration Process
 - Financial Aid Recipients
 - Late Registration and Fees
- Add/Drop Policy
- Leave of Absence (LOA) Policy
- Time Length/Financial Obligations
- Leave of Absence Process
- Withdrawal Policy
 - Withdrawal Period
- Independent Study
- Non-Matriculating Student Status
- Readmission
- Academic Evaluation
- Incomplete Grade Policy
- Procedures Regarding Class Evaluation Complaints
- Repeating Courses
- Academic Advising Policy
 - Change of Advisor
 - Change of Program
- Continuous Enrollment and Reentry Fee
- Satisfactory Academic Progress
- Eligibility for Commencement
- Students Right to Review and Correct Records
- Release of Information from a Student's Education Records
- Filing Complaints with the Family Policy Compliance
- Student Record Release under the Solomon Amendment
- Change of Name and/or Address
- Transcripts of Academic Records

SECTION VI –STUDENT RESOURCES

- Center for Student Achievement, Resources and Enrichment (CARE)
- Student Government Association
- Student Council
- Electronic Resources
- Student Email Accounts
 - Computer Labs

- Appropriate Behavior
- Laboratory Etiquette
- Student Identification Card Policy
- Access to Campus Buildings/Unauthorized Entry
- Reservation of Facilities for Student Use
- Solicitation and Conduct of Business on Pacific Oaks Property
- Postings
- Student Health Insurance

Library Policies

- Library Privileges
- Circulation Policies
- Borrowers' Responsibilities
- Expiration and Renewal of Library Privileges
- Loan Periods and Due Dates
- Fines & Fees
- Notices
- Interlibrary Loan
- Reference Services
- Research Resources
- Statement on Appropriate Use of Electronic Resources
- Collection Development, Acquisitions Criteria and Academic Freedom

I. Introduction

Welcome from the Student Government Association

The Student Government Association (SGA) welcomes you to Pacific Oaks College! Established by students, the Student Government Association provides an opportunity for students, faculty, staff and administrators to interact with one another in a collaborative, supportive, and socially active manner. Student participation facilitates one's commitment to the community of Pacific Oaks that extends into the communities we serve. The Student Government Association represents an authentic opportunity for students to put into practice the theories learned in their classes.

All students interested in taking part in SGA - in any manner or level of participation appropriate for the individual - are encouraged to contact the association for additional information. Join us, and let's work together to contribute to the growth of this wonderful institution.

We can't wait to meet and learn from all of you!

Felicia Hunt, Student Body President 2011-12

II. Institutional Policies

Academic Freedom

Academic freedom is the right of reasonable exercise of civil liberties and responsibilities in an academic setting.

It is the policy of Pacific Oaks College to give its students the freedom, within the bounds of collegial behavior, to pursue what seems to them productive avenues of inquiry, to learn unhindered by external or nonacademic constraints, and to engage in full and unrestricted consideration of any opinion. All members of the College must recognize this fundamental principle and must share responsibility for supporting, safeguarding, and preserving this freedom.

In order to preserve the rights and freedoms of the students, the College has a formal process for adjudication of student grievances and cases of academic dishonesty. Please refer to the Academic Integrity Policy for additional information.

Copyright Policies: Digital Millennium Copyright Act (DMCA) Notification and Response Plan

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), Pacific Oaks developed a policy in order to combat unlawful file sharing of copyright materials. In particular, Pacific Oak's plan requires students, employees and visitors using Pacific Oaks networks or computers to comply with pertinent U.S. and international copyright laws. Failure to comply with the policies in the DMCA plan may result in disciplinary action as well as civil and criminal penalties. The full policy can be found [here](#).

Federal Educational Rights and Privacy Act (FERPA) Policy

The Federal Educational Rights and Privacy Act of 1974, last amended on July 1, 2003, protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The Higher Education Reauthorization Act of 1998 allows, but does not require, colleges and universities to contact the parents of students in disciplinary cases involving drugs and alcohol.

The Family Education and Privacy Act was enacted by Congress to protect the privacy of student educational records. This privacy right is a right vested in the student. Pursuant to FERPA, eligible students (those over 18 years of age) and parents [1] have the right to inspect and review their education records maintained by the school. Pacific Oaks College is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Pacific Oaks College may charge a fee for copies.

There are some records to which the student has no right of access. These are:

1. Professional mental health treatment records to the extent necessary, in the judgment of

the attending physician or professional counselor, to avoid detrimental effects to the mental health of the student or of others. These records may, however, be reviewed by a physician or other appropriate professional of the student's choice.

2. Financial information furnished by the student's parents in support of an application for financial aid.
3. Confidential letters of recommendation that were placed in the student's file prior to January 1, 1975.
4. Confidential letters of recommendation concerning admission, employment, or honorary recognition, for which the student has waived access. (Pacific Oaks may not require a student to sign a waiver in order to obtain services, but a person writing a recommendation may insist on a waiver as a condition for writing it).
5. Personal notes made by a faculty member or counselor that are accessible only to that person and are not shared with others.
6. Materials in any admissions files, until the student has been admitted to, and has attended Pacific Oaks.

Students Right to Review and Correct Records

Eligible students have the right to request in writing with the Registrar, who is Pacific Oaks' FERPA Compliance Officer, that Pacific Oaks College correct records that they believe to be inaccurate, misleading, or in violation of privacy rights. Please note that Pacific Oaks College is not required to consider requests for amendment under FERPA that:

1. Seek to change a grade or disciplinary decision; or
2. Seek to change the opinions or reflections of a school official or other person reflected in an education record.

The Registrar will review the request and inform the student in a reasonable amount of time after receiving the request whether the record will be amended. If the Registrar refuses to amend the record, the student has the right to request a hearing to appeal the Registrar's decision. The request shall be in writing and presented to the Vice President of Academic Affairs, or designee. A hearing officer appointed by Vice President of Academic Affairs, or designee, will conduct the hearing. The hearing will be held within a reasonable amount of time after the request for the hearing has been received. The hearing officer will notify the student, reasonably in advance, of the date, place, and time of the hearing.

The student will be afforded a full and fair opportunity to present evidence relevant to the issue raised. One or more other persons may accompany the student but not address the hearing officer. The hearing officer will make a decision in writing based upon the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

If the hearing officer supports the complaint, the education record will be amended accordingly and the student will be so informed. If the hearing officer decides not to amend the education record, the student has the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreement with the decision. This statement will be maintained as part of the education record as long as the contested portion of the record is maintained, and whenever a copy of the education record is sent to any party, the

student's statement will be included.

Release of Information from a Student's Education Records

Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (additional exceptions not included below can be found in 34 CFR §99.31):

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring (including disciplinary records and information concerning registered sex offenders, pursuant to the pertinent provisions of the Wetterling Act, 42 U.S.C. 14071 and applicable Federal guidelines);
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student or the result of a judicial or quasi-judicial hearing;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. To comply with Ex-parte Orders issued under the USA PATRIOT ACT;[2]
9. Appropriate officials in cases of health and safety emergencies; and
10. State and local authorities pursuant to specific State law.

Additionally, Pacific Oaks must, upon written request, disclose to the alleged victim of any crime of violence, or a nonforcible sex offense, the results of any disciplinary proceeding conducted by the school against a student who is the alleged perpetrator of such crime of offense. If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon request, to the next of kin of the alleged victim.

Pacific Oaks College may disclose any items (**Bold**) listed below without the students' prior written consent, unless the student completes a Non-Disclosure of Directory Information Form. This form is available in the Registrar's Office.

Students name, address*, email address, telephone number*, date & place of birth, major field of study, enrollment status (full or part time), dates of attendance, participation in officially recognized activities, degrees and awards received, student's photograph, the most recent educational institution attended.

*Address and phone number will NOT be given out except to legitimate institutions.

Filing Complaints with the Family Policy Compliance Office

Students have the right to file a complaint with the Family Policy Compliance Office, Department of Education, 600 Independence Ave., SW, Washington, DC 20202-4605, concerning any alleged failure by Pacific Oaks to comply with FERPA.

Student Record Release under the Solomon Amendment

The Solomon Amendment (10 USC §983, effective January 2000) is a federal law that mandates colleges and universities receiving federal financial aid funding to provide student-recruiting information upon request to military recruiting organizations. The request and information released by the College is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following military organizations:

1. Air Force;
2. Air Force Reserve;
3. Air Force National Guard;
4. Army;
5. Army Reserve;
6. Army National Guard;
7. Coast Guard;
8. Coast Guard Reserve;
9. Navy;
10. Navy Reserve;
11. Marine Corps; and
12. Marine Corps Reserve.

The release of student recruiting information follows the FERPA guidelines defining student directory information (see above). Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then Pacific Oaks may not release this information to military organizations. The directory information released is limited to the current semester or the previous semester. If the request is received between semesters, the requestor must specify previous semester or upcoming semester. Further, students must be in an enrolled status (incomplete and complete registration status).

FERPA Footnotes

[1] According to the Buckley Amendment, information contained in the educational records of students who are eighteen years of age or older enrolled in post-secondary institutions may be sent to the parents without the written consent of the student only if the student is a financial dependent of the parents. (The term dependent is defined in Section 152 of the Internal Revenue Code as an individual's son, daughter, stepson, or stepdaughter of a taxpayer who receives over half of the individual's support from the taxpayer during the given calendar year.)

[2] Orders Issued Under USA PATRIOT ACT – order signed by judge ex parte (without notice to subject); to authorize release of education records must be issued under 20 USC 1232g (j), and certify there are specific and articulable facts giving reason to believe the education records contain information relevant to investigation or prosecution of an offense under 18 USC 2332b (g) (5) (B) or 2331 (terrorism-related). No subpoena required; fax plus mailed copy are generally sufficient service. Steps to Take include: Contact the Vice President and Dean of Academic Affairs; Copy requested documents, redacting out non-public data not ordered disclosed.

Disability Services

Pacific Oaks is committed to providing program accessibility to all students. Students seeking accommodations for documented physical and/or academic challenges must self-identify themselves to the Center for Student Achievement, Resources and Enrichment Office (CARE) prior to the beginning of classes. Students who do not require accommodations do not need to make their disabilities known.

Accommodation Request Procedures

1. Students at all Pacific Oaks sites who are requesting disability accommodations must complete an accommodation request form and submit current documentation of their disability (no older than three years) to the CARE Office located on the Eureka Campus. (Note: Pacific Oaks does not provide diagnostic services.) Upon receipt of the required materials, the CARE Director will contact the student initiating the request and review the next steps in the process.
2. The accommodation request and documentation will be reviewed and a determination made as to the nature and extent of accommodations that will be provided. The student will be notified in writing of the accommodations and the next step for obtaining those accommodations.
3. Students for whom accommodations have been granted must contact the CARE Director in a timely manner to arrange accommodations for the semester.
4. Specific accommodations will be coordinated directly with the CARE Director or a director designee.
5. As appropriate and with the permission of the student, individual faculty will be informed of the need for accommodations to be made and the nature of the accommodation.

Additional information regarding disability support services can be found [here](#). Any questions regarding accommodations or the process for receiving assistance should be directed to the CARE Director at (626) 397-1338.

Discrimination, Harassment, and Retaliation Policies

Pacific Oaks is committed to providing an academic environment that is free of discrimination and harassment of any type. In keeping with this commitment, Pacific Oaks maintains a strict policy prohibiting all forms of unlawful discrimination and harassment of any kind, including sexual harassment, based on race, color, religion, creed, sex, sexual orientation, national origin, ancestry, citizenship status, marital status, pregnancy, age, medical condition, physical or mental disability, veteran status, genetic information or characteristics protected by the state or federal employment discrimination laws.

Retaliation against an individual making an informal or formal allegation of discrimination, sexual harassment, or harassment of any type will be considered a separate incident of discrimination, sexual harassment, or harassment. All complaints, whether formal or informal, will be investigated.

Harassment includes verbal, written, physical, and visual conduct that creates an intimidating, offensive, or hostile study, or learning environment or that interferes with educational opportunities.

Sexual Harassment

Sexual Harassment is defined as unwelcome sexual contact of any nature, communication (either

verbal or pictorial) of a sexual or gender-based nature, or solicitation of sexual contact of any nature, when any of the above contacts or communications is not mutually agreeable to both parties and any of the following conditions apply:

1. The submission to such contact, communication, or solicitation is made explicitly or implicitly a term or condition of an individual's employment or academic process;
2. Submission to or rejection of such contact, communication, or solicitation by an individual is used or threatened as a basis for employment or academic decisions affecting such individual;
3. Such contact, communication, or solicitation has the purpose or effect of being sufficiently severe, pervasive/persistent and objectively offensive that it could alter the conditions of education or employment, by interfering with an individual's work, academic performance, living conditions, or status.

Retaliatory Harassment

Retaliatory harassment is defined as situations where any person retaliates using, for example, intimidation, threats, actual violence, ridicule, taunting, bullying, or ostracism against a person or their property, as a result of that person's decision to object and/or report sexual harassment or seek assistance to remedy gender based discrimination.

Reporting and Redress of Complaints

All faculty, staff, students, and other individuals associated with Pacific Oaks are subject to and responsible for complying with this policy. Any member of the Pacific Oaks community who believes to have been subjected to harassment or discrimination in violation of this policy or suspects the occurrence of forbidden harassment or discrimination shall report the matter at once so that Pacific Oaks may promptly deal with it.

Pacific Oaks provides a variety of avenues by which an individual who believes to have been harassed or discriminated against may proceed, so that each person may choose an avenue appropriate to their particular situation. Volume II of the Pacific Oaks Policy Manual provides guidelines for reporting discrimination or harassment.

Confidentiality

Investigations under this policy shall be conducted in a manner that will protect, to the extent possible, the confidentiality of all parties. Pacific Oaks, however, cannot guarantee complete confidentiality where it would conflict with the Pacific Oaks obligation to investigate meaningfully and, where warranted, to take corrective action.

Sexual Assault Policy

Pacific Oaks College is committed to creating and maintaining an educational and working

environment where respect for the individual and human dignity is of paramount importance. Pacific Oaks College does not tolerate sexual assault in any form.

In the event of a sexual assault, DIAL 9-1-1. While reporting the sexual assault to the police, be certain to also request medical treatment. If the incident occurred at a Pacific Oaks College location or at the Children's School, the victim is also encouraged to report the assault to Human Resources.

Equal Opportunity and Affirmative Action Policy

Pacific Oaks College does not discriminate on the basis of race, color, religion, gender, pregnancy, national origin, ancestry, age, marital status, sexual orientation, physical handicap, medical condition, genetic information or characteristics, veteran status, or any other condition or characteristic protected by federal, state, or local laws in admission and access to, and treatment and employment in, its educational programs and activities. Pacific Oaks takes affirmative action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

The Office of Human Resources is responsible for equal employment opportunity, implementation of affirmative action programs, and coordination of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1973, the Vietnam Era Veteran's Readjustment Act of 1974, the Americans with Disabilities Act (ADA) of 1990, and section 504 of the Rehabilitation Act of 1973. For further information about these provisions, or about issues of equity, discrimination or fairness, contact the Director of Human Resources.

Alcohol and Other Drug Usage

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This is in response to national research showing that drug use and alcohol abuse are high among the traditional college age population.

An alcohol and chemical dependency treatment referral list is available in the Office of the Marriage Family Therapy (MFT) department. In addition, Pacific Oaks offers a course in substance abuse through the MFT department for students and college credit.

Pacific Oaks prohibits the unlawful possession, use, or distribution of drugs and alcohol by students or employees on Pacific Oaks property, or as any part of institutional activities. Individuals are to be reminded that in accordance with California law, only individuals who are 21 years or older are allowed to consume, possess, or transport alcohol. Moreover, individuals are forbidden to sell, purchase, or serve alcoholic beverages to persons younger than 21.

An individual who is determined to be impaired or who becomes impaired (impaired meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) while on Pacific Oaks property is guilty of a major violation of institution policy and is subject to severe disciplinary action, which can include suspension, dismissal, termination, or other

penalty deemed to be appropriate under the circumstance.

Use, possession, transfer, or sale of any illegal substance on Pacific Oaks property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities.

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

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

1. Determine its effectiveness;
2. Implement changes, as needed, and
3. Ensure that sanctions are consistently reinforced.

Pet and Animal Policy

There are significant health and safety hazards and nuisances created by unrestrained pets on campus. Accordingly, the following guidelines shall be enforced:

1. Pets are not permitted on Pacific Oaks property. Only service animals are allowed.
2. Strays should be reported to the Facilities Manager.

Smoking Policy

In keeping with Pacific Oaks goals for a healthy and safe workplace, as well as applicable state and local laws, smoking is prohibited inside any College or Children's School building or within twenty five (25) feet of all Pacific Oaks buildings. Furthermore, smoking is prohibited in all partially enclosed areas such as covered walkways, breezeways, and walkways between sections of buildings, bus-stop shelters, exterior stairways, and landings.

Smoking is permitted generally in outside grounds areas beyond twenty five (25) feet of all campus buildings except at public gathering areas or if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area (such as row seating at Commencement).

Lit tobacco products must be extinguished, and tobacco residue must be placed in an appropriate ash can or other waste receptacle located outside of non-smoking areas.

The sale or promotional distribution of tobacco products on Pacific Oaks property is also prohibited. This policy applies equally to all employees, students, customers and visitors.

Information Technology Policies

Conditions of Use of Computing, Learning & Networking Facilities

1. It is the policy of Pacific Oaks that its computing, learning, and networking facilities are intended for use for teaching, learning, research and administration in support of the Pacific Oaks mission. Although recognizing the increasing importance of these facilities to the activities of staff and students, Pacific Oaks reserves the right to limit, restrict, or extend access to them.
2. All persons using the Pacific Oaks computing, learning, and networking facilities shall be responsible for the appropriate and reasonable use of the facilities provided as specified by the "Codes of Practice" of this policy, and shall observe conditions and times of usage as published by the Custodian of the system.
3. It is the policy of Pacific Oaks that its computing, learning, and associated network facilities are not to be used for personal, commercial, or non-Pacific Oaks -related purposes without written authorization from Pacific Oaks. In any dispute as to whether work carried out in any of these areas is internal is the decision of the CIO or the area Custodian. Their decision shall be final.
4. Users will not knowingly record or process information/data that infringes any patent or breach any copyright.
5. Pacific Oaks will endeavor to protect the confidentiality of information and material furnished by the user and will instruct all computing personnel to protect the confidentiality of such information and material, but Pacific Oaks shall be under no liability in the event of any improper disclosure.
6. Pacific Oaks will endeavor to safeguard the possibility of loss of information within Pacific Oaks' computing, learning and networking facilities but will not be liable to the user in the event of any such loss. The user must take all reasonable measures to further safeguard against any loss of information within Pacific Oaks' computing, learning, and networking facilities.

Electronic Devices Policy

Cellular phones, pagers, and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, or within any Pacific Oaks owned or operated facility. Abuse of cellular devices with photographic capabilities, use of devices for purposes of photographing test questions, or other notes and materials is prohibited. Photographing individuals in secured areas such as bathrooms, locker rooms, or other areas where there is a reasonable expectation of privacy, and/or taking photographs of an individual against their will is strictly prohibited. Electronic transmission of photographs of any person without express permission is strictly prohibited.

Campus Safety and Security

Pacific Oaks College is strongly committed to crime prevention. The Pacific Oaks College considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment.

Educational campuses, like all other communities, are not immune to crime. Members of the Pacific Oaks community are encouraged to take personal responsibility for their conduct and safety. Adopting a posture of individual responsibility will enhance the quality of life for all on the Pacific Oaks campuses. The cooperation and involvement of students, faculty, and staff in campus

safety is essential to minimize criminal activity and injury. In addition to the information provided below, Pacific Oaks also places important safety and security information on the website.

Campus Crime Reporting (Clery Act)

In accordance with the Federal Student Right-To-Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, crime statistics are available to all students and staff on the Pacific Oaks Security web page: Annual Security Report.

General Crime Prevention Measures

Part of crime prevention is individual safety consciousness and awareness of personal environment. Pacific Oaks suggests the following crime prevention measures, which can contribute to the safety and security of the Pacific Oaks community.

1. When using a personal vehicle, keep the doors locked at all times. Before entering a vehicle, always look under the vehicle and in the back seat.
2. Keep personal keys (car, apartment, home, etc.) in your possession at all times.
3. At night, travel in well-lighted areas and in pairs if possible. Avoid short cuts and deserted areas.
4. Notice and be aware of suspicious persons and conditions.
5. Do not leave valuable items in your car, including personal items and school related materials such as textbooks.
6. Do not park in isolated areas.
7. Do not prop doors open.
8. Leave items of high monetary value at home.
9. Do not leave personal property unattended.
10. Do not carry more cash than necessary and certainly do not advertise what you have.
11. Keep your purse, backpack, or briefcase close to your body.
12. Avoid giving out personal information or making appointments with strangers over the phone.
13. Mark personal items that you bring on campus. This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
14. Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto Pacific Oaks property. Unauthorized use, possession, or storage of these or other potentially dangerous items on Pacific Oaks premises or at Pacific Oaks activities, whether or not a federal or local license to possess the same has been issued, is strictly prohibited and subject to discipline and/or criminal prosecution.
15. If anything makes you feel unsafe or threatened, dial 9-1-1.

Reporting of Crimes

Pacific Oaks encourages students, faculty and staff to report all criminal activity and emergencies that have occurred at a Pacific Oaks College location or at Children's School to the local authorities

as well as to the Pacific Oaks Facilities Manager.

Emergency Response and Evacuation Procedures

The Pacific Oaks community is committed to the safety and security of all its members. In times of emergency, the college will provide an appropriate campus-wide response to assure everyone's safety and to minimize losses.

Information regarding Pacific Oaks emergency response and evacuation procedures can be found in the Disaster Preparedness Manual, which is available on the website and provided to all entering students. The manual is intended to assist all faculty, staff, and students in responding to emergencies which may occur while they are on a Pacific Oaks campus. Such emergencies can occur at any time and without warning, but their effects may be minimized if proper emergency procedures are followed.

Students are encouraged to read and become familiar with the contents of the guide before an emergency occurs.

Crime Log and Timely Warning Policy

Pacific Oaks College is required by the Department of Education to publish Campus Crime Statistics and a Security Crime Survey by October 1st of each year. The survey statistics are available to the public at <http://ope.ed.gov/security> (OPE ID 00125500). In addition, Pacific Oaks must provide a timely warning of crimes reported to campus security and local police agencies in a manner that is intended to prevent similar crimes from recurring and to protect the personal safety of students and employees.

Parking Policy

Each Pacific Oaks location has designated student parking areas. It is critical that students use the designated areas in consideration of others as well as the communities in which Pacific Oaks resides. In some locations, parking permits may be required.

Parking for 45 & 55 Eureka Street is available in the Eureka complex parking lot.

Parking for the Children's School is available in the Children's School parking lot and on California Blvd. Parking is not allowed on La Loma Road along the south end of the Children's School.

Campus Security Contact Information

Pasadena Police Department, 207 N. Garfield Ave., Pasadena, CA 91101 626-744-450

III. Student Conduct and Disciplinary Policies

Student Rights and Responsibilities

As members of the Pacific Oaks community, students have rights and responsibilities which help create an atmosphere of concern and caring; one conducive to the teaching/learning process.

Student Rights

Student rights include the following:

- Freedom from threats;
- Freedom from acts of violence;
- Freedom from unfair or obscene treatment from others;
- Freedom from interference from others in an unreasonable and unauthorized manner while in class, activities, and public events;
- Freedom from theft and willful destruction of personal property;
- Right to study and learn in an atmosphere of academic freedom;
- Right to fundamental fairness in College disciplinary action;
- Right to be governed by justifiable academic regulations;
- Right to be informed of the regulations for academic and social conduct, and graduation requirements of the College; and
- Right to petition for redress of grievances, academic and non-academic.

Student Responsibilities

Each student is responsible for the following:

- Reading the Catalog and Schedule of Classes.
- Submitting official transcripts to the Admissions Office when transfer coursework has been completed
- Registering for classes within the registration deadlines.
- Completing appropriate forms (drops, adds, status changes, etc.) by the published deadlines.
- Applying for aid and finalize number of units for the semester.
- Paying tuition and fees in full or develop a payment plan on or before the first day of the term.
- Meeting all payment deadlines in a timely manner.
- Following up on understandings and agreements with the student services offices and faculty.
- Adhering to standards of confidentiality regarding information shared by classmates and instructors during class discussions
- Keeping copies of all transactions, records, and receipts.

-
- Submitting change of name, address, or phone number to the Registrar's Office in writing.
 - Checking office hours before driving to Pacific Oaks.
 - Parking in designated areas
 - Be willing to engage actively in critical thinking and classroom discussions.
 - Upholding Pacific Oaks College's anti-bias commitment by approaching interactions and diversity openly and in an adult manner.
 - Filing timely changes of forms with the appropriate offices.
 - Respect the rights and property of others;
 - Be fully acquainted and comply with the Pacific Oaks published rules and regulations.
 - Comply with all local, state, and federal laws;
 - Adhere to the academic requirements determined by individual instructors.
-

Student Standards of Conduct

Admission to Pacific Oaks carries with it the presumption that students will conduct themselves in a manner compatible with Pacific Oaks' function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

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

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including those based on race, ethnicity, class, sexual orientation, gender, age, disability, and religious affiliation. Each student is responsible for approaching interactions and diversity openly, and for acting from their centered, adult, compassionate self. Disrespect shown towards persons in all categories, both generally and as individuals, is not acceptable.

Violation of standards of behavior, academic integrity, confidentiality, and discrimination are deemed to be a serious breach of conduct and students doing so will face the possibility of disciplinary action, up to and including dismissal from Pacific Oaks.

Unacceptable Behavior

Unacceptable behaviors include, but are not limited to the following:

- Any violation of Pacific Oaks Policy as outlined in the Catalog, this Student Handbook, or in Volumes II, VI, or VII of the Pacific Oaks College and Children's

School Policy Manual.

- Unlawful Possession, Use, Sale, or Distribution of Drugs.
- Consuming Alcohol on Pacific Oaks property other than at Institutionally Sanctioned Events. In accordance with California law, only individuals who are 21 years or older are allowed to consume, possess, or transport alcohol. Moreover, individuals are forbidden to sell, purchase, or serve alcoholic beverages to persons younger than 21.
- Being under the Influence of Non-prescription Drugs or Alcohol.
- Inappropriate Sexual Conduct.
- Exhibiting Behavior which is Disruptive including, but not limited to, Harassing or Discriminatory Conduct.
- Non-Compliance with the Reasonable Requests of Pacific Oaks Representatives who are acting in performance of their duties.
- Furnishing False Information: Honesty requires making an accurate presentation of facts free of known errors or omissions, including a complete gathering of information.
- Unauthorized Use, Forgery, or Alteration of Pacific Oaks' Documents, Name, Logo, or Seal.
- Destruction of Pacific Oaks or Individual Property.
- Unauthorized Possession or Use of Pacific Oaks or Individual Property.
- Unauthorized Use of Pacific Oaks Keys, Access Codes, or Scan Cards.
- Possession of Firearms, Fireworks, Explosives, or Weapons on Pacific Oaks' Premises.
- Misuse of Pacific Oaks Communication Systems: Behavior that Disrupts or Causes Disruption of Computer Services, including but not limited to, damaging, altering, or destroying data, records, computer systems, software, programs, or networks. Student behavior that is not in compliance with the institutional Computer Systems Use Policy, Computer Software License Policy, Millennium Copyright, and Website Conduct Approval Policy will be considered to be in breach of the Code.
- Theft of Pacific Oaks or Individual Property.
- Unauthorized Animals on Institutional Premises.
- Disorderly, Lewd, or Indecent Conduct.
- Divulging Confidential Information: Students who work or volunteer in Pacific Oaks' administrative offices and have access to confidential information are prohibited from divulging such information under FERPA.
- Unauthorized Use, Forgery, or Alteration of Student Identification Cards.
- Violation of Federal, State or Local Law.
- Abuse of the Student Conduct System, including violating the terms of any disciplinary sanction imposed in accordance with this Code.
- Inappropriate Off-Campus Conduct.
- Disrespect for Privacy: Students may not give directory information or photos of other students to anyone outside the Pacific Oaks Community.
- Inappropriate Conduct of Guests.
- Failure to Comply with Additional Pacific Oaks Policies.
- Committing acts of Academic Dishonesty.

Academic Integrity

Academic honesty is essential to a college community's purpose and pursuits. Thus, academic integrity is expected of all Pacific Oaks College students. A student's academic work and conduct should always represent the student's personal effort and thus be above reproach. Those who are dishonest impair their own intellectual and personal growth and development and undermine the integrity of the community that nurtures them. Several forms of dishonesty constitute threats to the interests of Pacific Oaks College and violations of its Academic Integrity Policy.

Violations

Violations of academic honesty are prohibited. Violations of academic honesty are acts that seek to secure an academic advantage for a member of the Pacific Oaks College community by illegitimate or unethical means. Such violations include, but are not limited to, committing, knowingly assisting, or acquiescing in one or more of the following:

1. Plagiarism (via traditional or electronic means): Representing the words, ideas, arguments, or findings of another person or persons as one's own: For example, plagiarism occurs when one copies portions of another person's writing with only minor changes in wording or fails to give adequate and appropriate credit for others' concepts, theories, or conclusions. When making use of someone else's work, one must credit that person by using quotation marks, references, or footnotes, in accordance with one of the conventional documenting systems (e.g., that of the Modern Language Association [MLA] or the American Psychological Association [APA]). Submitting, as one's own, a homework assignment, a term paper, a laboratory report, or other comparable document prepared wholly or in part by others or downloaded from the Internet is also an example of plagiarism.
2. Falsifying research data: Presenting falsified data in papers or essays.
3. "Double dipping": Using the same or substantially the same written work, research paper, or essay to satisfy the requirements of more than one course, without the permission of the instructors involved.
4. Forging academic records. Altering academic records, including attendance records, entering the signature of an academic staff member on any College form, presenting false information at an academic proceeding, or intentionally destroying evidence relevant to such a proceeding.
5. Collaboration on projects where collaboration has been forbidden.

Reporting and Review Process

Upon violation of the academic honesty policy, the instructor will speak directly with the

student about the alleged offense and impose an appropriate sanction (see Sanctions below) as detailed in the class syllabus. The instructor may consult with the Program Director or seek the Program Director's arbitration in arriving at a decision regarding an appropriate sanction. The incident and the sanction shall be documented in a report to be included in the student's file so that any future incidents may be referred to directly to the Associate Vice President of Student Services. Records of the first offense will be removed from the student's official file upon graduation.

In serious, flagrant, or repeat cases of academic dishonesty, the incident shall be reported by the instructor in writing to the Associate Vice President of Student Services for further action. Examples of serious and flagrant offenses include, but are not limited to, violations through which, in the determination of the instructor, the student intended to achieve academic advantage, such as misrepresentation of substantial portions of written work, cheating, and other forms of significant dishonesty. The instructor must file, within ten (10) business days of discovery, a report with the Associate Vice President of Student Services detailing the specifics of an alleged instance of serious or flagrant academic dishonesty. The report may suggest the instructor's preferred sanctions for the offense from the possibilities below.

The Associate Vice President of Student Services will decide the appropriate sanction if a violation of the academic honesty has occurred. While the Associate Vice President of Student Services may ultimately decide on charges of a serious or flagrant offense, the Associate Vice President of Student Services may choose instead to refer any offenses to an ad hoc judicial committee to review the matter and collect evidence. The committee shall be appointed by the Associate Vice President of Student Services and consist of two (2) faculty members and an Academic Program Director from one of the other academic programs.

The ad hoc committee will then conduct a hearing using written and/or oral evidence. The parties may be present; however, attorneys are not permitted to represent either party's interests, and strict legal rules of evidence do not apply. The student's academic advisor may assist the student in preparing testimony. A student who has a pending academic dishonesty charge will not be allowed to drop a class to avoid the consequences of such a charge, receive transcripts or semester reports, be permitted to register for an ensuing semester, or be allowed to graduate.

Within ten (10) business days of conducting the hearing, the ad hoc committee shall issue a written recommendation to the Associate Vice President of Student Services, who will then have ten (10) business days to render a written decision, copies of which shall be provided to all parties. The decision of the Associate Vice President of Student Services is final. If the Associate Vice President of Student Services finds that there has been no violation, the student may continue in the course in which the charges arose or may decide to withdraw from the course, without academic or financial penalty.

Sanctions

The sanctions for violating the academic honesty policy range from a written warning to dismissal from the College. These sanctions may include one or more of the following or some other sanction, within this range.

For minor offenses, faculty members may propose only sanctions one (1) or two (2). Any violation considered to warrant a sanction other than one (1) or two (2) must be handled as a serious or flagrant offense.

1. A written warning.
2. No credit on the assignment in question.
3. Disciplinary probation for one or more semesters.
4. No credit for the course.
5. Suspension for one or more semesters.
6. Dismissal from Pacific Oaks College.

If either the Associate Vice President of Student Services or the ad hoc committee (as applicable) determines that a student has committed a second major offense, the student will be dismissed from the College.

Only if there has been a determination that there has been a second major offense will documentation of both offenses be kept permanently in the student's official academic file. If no second major offense occurs, any record of the first offense will be removed from the student's official file upon graduation.

Depending on who adjudicates the matter, either the Associate Vice President of Student Services or the ad hoc committee will notify the student by certified mail of its decision in a case. The student may appeal in writing within ten (10) business days of the receipt of the decision by delivering the appeal to the Office of the President of the College. The appeal will be limited to issues of procedural fairness or severity of sanction.

Student Misconduct and Disciplinary System

The Associate Vice President of Student Services, or designee, is responsible for implementing the Student Misconduct and Disciplinary system at Pacific Oaks, which is non-academic in nature. Academic related misconduct and discipline is addressed and adjudicated in accordance with the Pacific Oaks Academic Integrity Policy. In cases when students' misconduct is inextricably mixed with academic issues, the process outlined in the Code will be followed. This does not preclude academic sanctions separate from this

process. (This is especially applicable when a student violates professional conduct codes of the Marriage and Family Therapy and the Teacher Education Departments.)

Complaints

Any member of the Pacific Oaks community may file a written complaint for misconduct against any student or student organization with the Associate Vice President of Student Services, or designee.

Due Process

The Associate Vice President of Student Services, or designee, shall review the complaint to determine within three (3) business days whether or not there is sufficient evidence to charge a student with a violation of the Student Conduct Code. If there is sufficient evidence, the Associate Vice President of Student Services, or designee, will meet with and inform the student of the charge, who initiated the charge, and the procedures to be followed. If the student admits culpability, the Associate Vice President of Student Services, or designee, will take action, which can range from reprimand to suspension or dismissal from Pacific Oaks (see Sanctions below). Students who admit culpability do not have a right to an appeal. If the accused does not admit culpability, the case is referred to an ad hoc committee. One exempt administrator, one faculty member, and the Associate Vice President of Student Services, or designee, (Chair) will populate the committee. The student shall choose the first member of the committee while the Associate Vice President of Student Services, or designee, will appoint the second member. The faculty member chosen must teach in an academic program different from the student's program. In the event that the Associate Vice President of Student Services, or designee, has a conflict of interest given the facts of the case, the President shall designate a replacement for the Associate Vice President of Student Services, or designee, to serve as Chair.

Within seven (7) business days of being appointed, the committee will set a hearing date at which both the accused and the accuser must be present.

1. The student will receive advance notice of date, time, and place of an initial hearing in a manner appropriate as decided by the Associate Vice President of Student Services, or designee,.
2. The student will receive a statement of the alleged Student Conduct Code violations.
3. The student will be informed of the rights afforded the student including:
 - a. Adequate time to prepare for the hearing;
 - b. The opportunity to testify and present supporting information;

-
- c. Reasonable access to the evidence supporting the charge prior to the hearing;
 - d. Witnesses who have pertinent information in regard to the alleged incident of misconduct may be called by the student;
 - e. The opportunity to question witnesses; and
 - f. All matters upon which the decision may be based must be introduced into evidence at the hearing.
4. A sanction will be levied if it is determined that the student committed the violation, otherwise the complaint will be dismissed and all relevant documents destroyed.
 5. The committee reserves the right to employ additional mediation and other resources as deemed necessary.

Committee Hearing Procedures

1. The committee and the student have the right to request witnesses whom they believe have pertinent information in regard to the alleged incident of misconduct.
2. The student may request the presence of a person, who will support the student while the student is bearing witness, but may not speak or participate directly in the hearing. The support person must be a member of the campus community (student, faculty member, academic advisor, etc.) who has been approved by the Chair.
3. Hearings will be private except for the presence of the student and the support person if the student so chooses.
4. The student may challenge a member of the hearing panel for personal bias. Associate Vice President of Student Services, or designee, will determine whether or not there is basis for the challenge, and if basis is found the member will be disqualified. If a personal bias or conflict of interest charge is made against the Associate Vice President of Student Services or designee, the committee will determine whether or not there is a basis for the challenge and, if basis is found, the President shall designate a replacement for the Associate Vice President of Student Services or designee, to serve as Chair.
5. The committee will exert control over the hearing to avoid needless consumption of time. A person disrupting the hearing may be removed at the discretion of the committee.
6. Witnesses, including the complainant and student, shall be asked to affirm that their testimony is truthful.

-
7. The burden of proof is on the accuser, who must establish the responsibility of the student in the alleged incident of misconduct by a preponderance of the evidence.
 8. Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Code.
 9. Written statements shall not be accepted unless signed and witnessed by the committee chair.
 10. Everyone involved in the hearing must maintain confidentiality.
 11. The decision of the committee must include a summary of the testimony, findings of fact, decision, and sanctions and shall be sufficiently detailed to permit an appeal. If all participants agree, a tape recording may be used as an alternate to a summary of testimony.
 12. If the accused is found not culpable, the case is closed. If the accused is found culpable based upon a preponderance of the evidence, the committee will impose sanction.

Appeal Procedures

1. The student may file an appeal of the decision of the committee based on the following:
 - a. Lack of due process;
 - b. New relevant evidence which becomes available after the time of the hearing;
or
 - c. The decision is not supported by substantial evidence.
2. The student may appeal the sanction imposed by the committee to the Associate Vice President of Student Services.
3. Any appeal must be in writing and filed with the Associate Vice President of Student Services within ten (10) business days after the written notification of the decision/sanction of the committee has been mailed. Failure to appeal within this time period will render the decision/sanction final. The appeal must include the reason(s) the student feels the decision/sanction is unjust.
4. In the case of an appeal based on the decision of the committee (#1 above), the Associate Vice President of Student Services will review the hearing documents and speak to members of the hearing panel, the student, or the complainant and may reverse the decision if the Chief Academic Officer finds any of the above to be true.
5. In the case of an appeal of the sanction imposed by the committee (#2 above), the

Associate Vice President of Student Services may change the disciplinary sanction if the sanction is determined to be grossly disproportionate to the offense.

6. The Associate Vice President of Student Services decision is final in all appeals.

Possible Sanctions

Possible sanctions are herein listed, but not limited to the following:

1. Disciplinary Warning. The student is given verbal or written warning that future misconduct may result in more severe disciplinary action.
2. Reprimand. The student is given a written censure for failure to meet Pacific Oaks' standards of behavior. A copy is kept in student's disciplinary file.
3. Non-paid work for Pacific Oaks may be assigned to a student for a violation of the Code.
4. Community Service/Education Project may be assigned.
5. Restitution. The student is required to make payment to Pacific Oaks or other persons for damages incurred as a result of a violation of this Code.
6. Ineligibility for Graduation and Commencement Exercises. A student who is eligible for graduation will be prohibited from graduating until the case has been decided and sanctions completed. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
7. Suspension from Pacific Oaks is defined as separation of the student from Pacific Oaks for a specified period of time. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
8. Dismissal from Pacific Oaks. Permanent separation of the student from Pacific Oaks barring the student from the premises. Notification will appear on the student's official transcript. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
9. Other Sanctions commiserate with the facts of the case.

Exceptional Procedures

The Associate Vice President of Student Services, or designee, may suspend a student for an interim period pending disciplinary proceedings, behavioral, and/or medical evaluation; such interim suspension becomes immediately effective without prior notice whenever there is

evidence that the continued presence of the student on Pacific Oaks campus poses a substantial threat to the student, to others, or to the stability and continuance of normal Pacific Oaks functions.

Student Disciplinary Records

The Associate Vice President of Student Services, or designee, will maintain student disciplinary records. These records shall include copies of complaint reports, hearing records, and any sanctions issued. If the student is found to be guilty of a charge, the records will be kept in accordance with the Records Retention Policy, retained for six (6) years.

Student Grievance Policy

The primary objectives of this Student Grievance Policy are to ensure that students have the opportunity to present grievances to Pacific Oaks regarding a certain action or inaction by a member of the Pacific Oaks community and that Pacific Oaks has a consistent way of resolving those grievances in a fair and just manner.

An action or decision is grievable only if it involves a misapplication or misinterpretation of Pacific Oaks policy, regulation, or rule, or a violation of state or federal law. Grievances may not be used to challenge policies or procedures of general applicability.

In addition, this procedure may not be used to grieve:

- Claims based on purchases or contracts;
- Claims against a Pacific Oaks' employee on matters that are unrelated to the employee's job or role at Pacific Oaks;
- Student disciplinary decisions or formal complaints of harassment or discrimination since there is a separate procedure for them.
- Where another Pacific Oaks policy and procedure could have been used for the matter being grieved (e.g. academic evaluation, academic honesty, and FERPA grievances).

Upon request from any student, the Center for Student Achievement, Resources and Enrichment (CARE) Office will provide guidance about the appropriate system for redress of a particular complaint.

The procedures set forth below may be used by grievants who are enrolled as Pacific Oaks students, or who are participating in a Pacific Oaks-sponsored educational event, at the time of the incident being grieved. The person filing the grievance must be the alleged victim of unfair treatment; a grievance cannot be filed on behalf of another person. The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

The formal resolution process described below must be initiated within sixty (60) business days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the Associate Vice President of Student Services, or designee, if the grievant makes the request for extension within the 60-day period, for good cause shown (e.g., an active effort at informal resolution at the departmental level).

Informal Resolution

Prior to invoking the formal resolution procedures described below, the student should discuss the grievance with the person alleged to have caused the grievance. This is not required in cases where the grievant believes that efforts at informal resolution may result in retaliation or other unfair treatment. The discussion shall be held as soon as the student first becomes aware of the act or condition that is the basis of the grievance. Additionally or in the alternative, the student may wish to present the grievance in writing to the person alleged to have caused the grievance. In either case, the person alleged to have caused the grievance must respond to the student promptly, either orally or in writing.

Formal Resolution

Step One:

If informal resolution is not successful, the student may file a grievance by sending a request for hearing along with the following information to the Associate Vice President of Student Services, or designee.

The grievance must:

- . Be in writing;
- . State how the decision or action is unfair and harmful to the grievant and list the Pacific Oaks policies or state or federal laws that have been violated, if known;
- . Name the respondent parties (the person(s) against whom the grievance is filed);
- . State how the respondents are responsible for the action or decision;
- . State the requested remedy; and
- . State whether the grievant will bring a support person to the hearing.

If it is clear on the face of the written grievance that the grievance has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights under this grievance, Associate Vice President of Student Services, or designee, shall so indicate in a letter to the grievant and the grievance shall be dismissed. If the grievance is not dismissed, the Associate Vice President of Student Services, or designee, shall appoint a hearing committee of three persons to hear the

grievance and shall provide them with a copy of these procedures and the written request for hearing. Committee members shall include at least one member who is not part of the same office or immediate academic unit as the respondent(s) and one member who is not part of the same office or immediate academic unit as the grievant.

If the respondent is the Associate Vice President of Student Services, or designee, the grievance process shall be administered by the Associate Vice President of Student Services or designee. Committee members shall have no personal interest in the outcome of the proceeding, and shall not have any personal involvement in earlier stages of the matter.

Step Two:

The committee shall meet, elect a chair, and send the grievant's hearing request to the respondent(s), all within ten (10) business days of being appointed. The chair shall offer the respondent(s) an opportunity to provide a written response to the allegations within ten (10) business days to the chair. The chair may also instruct the parties that they have ten (10) business days to provide each other and the committee with (i) copies of any exhibits they wish to introduce as evidence, and (ii) a list of witnesses that each party will call. The chair may extend the deadlines for submitting a response and for exchanging proposed exhibits upon a showing of good cause.

Step Three:

The chair shall notify the parties of the hearing date, time, and place at least ten (10) business days in advance of the hearing. (The committee may schedule additional days for hearing, if needed, after the hearing is underway, so long as all parties receive reasonable advance notice of the additional dates.). The response to the grievance must be distributed to the committee and all parties at least ten (10) business days prior to the hearing.

1. The committee, the grievant, and the respondent have the right to request witnesses whom they believe have pertinent information in regard to the complaint.
2. The grievant and the respondent may request the presence of a person who will support them during the hearing but may not speak or participate directly in the hearing. The support person must be a member of the campus community who has been approved by the chair.
3. Hearings will be private except for the presence of the committee, the grievant, the respondent, their support persons, and witnesses. If all persons are agreed, the hearing may be taped.
4. Prospective witnesses will be excluded from the disciplinary hearing except during the time of their testimony.
5. The grievant and respondent may challenge a member of the committee for personal

bias. The chair will determine whether or not there is basis for the challenge and, if basis is found, the member will be disqualified. If a personal bias charge is made against the chair, the committee will determine whether or not there is a basis for the challenge and, if basis is found, the chair will be disqualified and another member of the panel will chair the committee.

6. The committee will exert control over the hearing to avoid needless consumption of time. A person disrupting the hearing may be removed at the discretion of the committee.
7. Witnesses, including the grievant and the respondent, shall be asked to affirm that their testimony is truthful.
8. The burden is on the grievant to establish by a preponderance of the evidence that the grievant has experienced an injury that would entitle the grievant to relief and that such injury is remediable.
9. Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Policy.
10. Written statements shall not be accepted unless signed and witnessed by the Associate Vice President of Student Services, or designee.
11. Committee members, witnesses, parties, and all other persons involved in the grievance proceeding must maintain strict confidentiality regarding the proceeding. State and federal laws govern the privacy rights of students and employees.
12. At the conclusion of this step of the procedure, the parties and witnesses shall be excused.

Step Four:

The committee shall deliberate and reach a decision on the grievance in closed session. Deliberations are not tape recorded or transcribed. The decision must be based solely on material presented in the grievance. The committee should be careful not to substitute its judgment for that of the respondent(s). Rather, the committee should decide if the decision being grieved was the result of a misapplication or misinterpretation of Pacific Oaks policies, regulations, or rules or a violation of state or federal law.

The decision of the committee must include a summary of the testimony, findings of fact, the committee's decision, and shall be sufficiently detailed to permit review as provided in this Policy. The report and official record shall be delivered to the Vice President of Academic Affairs, or designee, with copies of the report to be sent to the parties, within sixty (60) calendar days after the hearing. A dissenting panel member may file a minority report at the

same time.

Step Five:

The Associate Vice President of Student Services, or designee, shall issue a written decision within twenty (20) business days of receipt of the committee's report and official record. The decision may either adopt the committee report in whole, modify it in part, or reject the report and reach different findings or conclusions for reasons expressly stated. The Associate Vice President of Student Services, or designee, may also remand the matter if clarification of the committee's report is necessary or additional proceedings to clarify the record or cure procedural error are required. This decision shall be sent to the parties (certified mail return receipt, or personal delivery with a signed and dated receipt, to the grievant) and may be shared with the panel members.

Ex-Parte Contacts

Once a hearing (formal resolution) has been requested, there should be no ex parte communication between parties and committee members concerning the merits of the case. An ex parte contact or communication is one sided; it occurs when one person shares information with a panel member without including all other parties. To prevent this from occurring, all communications that (a) occur outside the hearing, and (b) are between one or more parties and one or more committee members, shall be in written form and distributed simultaneously to all parties and committee members. Discussion of the merits of the case or presentation of evidence outside the hearing should be avoided. The rule against ex parte contacts also applies to communication with the final decision-maker and everyone who is responsible for deciding appeals.

IV. FINANCIAL AID & STUDENT ACCOUNTS POLICIES

At Pacific Oaks College we appreciate the challenge students may face when determining how to fund their college education. With this in mind, the Pacific Oaks College Financial Aid Office, with its experienced staff is dedicated to serve our valued students by assisting them in establishing an individual funding plan designed specifically to fit their educational financial needs.

Pacific Oaks College participates in a variety of federal financial assistance programs and offers awards to admitted students in accordance with federal Title IV (financial aid) regulations. In addition, students may also apply for state, private and institutional aid to further assist in the funding of their educational goals.

Financial Aid Professional Code of Conduct

The Office of Financial Aid supports and adheres to the [guidelines of ethical conduct](#) developed by the National Association of Student Financial Aid Administrators (NAFSAA).

Tuition and Fee Payment

[Tuition and fees](#) are posted annually on the Pacific Oaks College website.

Tuition is due in full on the Monday following the add drop period of each semester/term. Tuition can be paid directly by the student or through various financial aid programs offered by Pacific Oaks College. All financial aid documentation, tuition payment and payment plan arrangements must be submitted prior to the end of the add drop period. Weeklong courses require payment in full on or before the first day of class and are not eligible for payment plans.

Fees are subject to change without notice. Fees are non-refundable. Tuition and fees owed Pacific Oaks College must be paid when due. Any student with a delinquent account is subject to a registration hold until the delinquent account is resolved. Transcripts and diplomas will not be released to students with delinquent accounts.

Payment Plans

Not all students will receive Federal financial aid while attending Pacific Oaks College. For a variety of reasons, some students may not be eligible or others may choose to decline aid. In some cases financial aid may not be enough to cover a student's total tuition and fees. Student payment plans are made available for students with balances not covered by financial aid.

Students have the option to reduce the amount of tuition due the Monday after the add drop period of the semester/term by completing a payment plan for balances not covered by financial aid with a student account advisor prior to the end of the add drop period of the semester/term. Payment plans are generally set up to have the uncovered balance paid in full at the end of the semester/term in which the balance is incurred.

Satisfactory payment arrangements must be made with the Student Account office for tuition accounts that become delinquent during any phase of the student's program. Students with a

delinquent account balance will be subject to registration holds for subsequent semester/term and may not be able to attend classes, begin/attend practicum, begin internship, work with faculty on their thesis or receive an official transcript until approved arrangements are made for all outstanding tuition and fees balances.

Refund Schedule

Fall and Spring Semesters*

Drop/Withdrawal Refund Schedule 15-week and 7 ½ week on-ground courses

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Friday of the 1st week of the semester	100%	Course removed
Drop/Withdrawal on or before Friday of the 2nd week of the semester	75%	“W” grade posted
Drop/Withdrawal on or before Friday of the 3rd week of the semester	50%	“W” grade posted
Drop/Withdrawal on or before Friday of the 4th week of the semester	25%	“W” grade posted
Drop/Withdrawal through weeks 5-12 of the semester	0%	“W” grade posted
Drop/Withdrawal after week 13 of the semester	0%	“X” grade posted

**The refund schedule week begins on Saturday and ends on Friday of the first of week of the semester.*

7.5 Week Online Courses to Include Summer Session*

Drop/Withdrawal Refund Schedule: (for each 7.5 week Online Course)

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Friday of the 1st week of the 7 ½ week online session	100%	Course removed
Drop/Withdrawal on or before Friday of the 2nd week of the 7 ½ week online session	50%	“W” grade posted

Drop/Withdrawal on or before Friday of the 3rd week of the 7 ½ week online session	25%	“W” grade posted
Drop/Withdrawal weeks 4-6 of the 7 ½ week online session	0%	“W” grade posted
Drop/Withdrawal after week 6 of the 7 ½ week online session of the 7 ½ week online session	0%	“X” grade posted

**The refund schedule week begins on Saturday and ends on Friday of each 7 ½ week online session.*

1-Week Intensive Courses

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on the 1st day	100%	Course removed
Drop/Withdrawal on the 2nd, 3rd, or 4th day	0%	“W” grade posted
Drop/Withdrawal after the 4th day	0%	“X” grade posted

Institutional Withdrawal

Withdrawal from Pacific Oaks College during any period of enrollment, whether official or unofficial, may necessitate the return of federal financial aid. Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of financial aid (Title IV aid: Pell Grant, SEOG, Stafford loans, Perkins loans) earned by the student for their attendance up to the date of withdrawal. The amount of financial aid (Title IV aid) earned is in no way relative to the amount of tuition and fees charged to the student. The official withdrawal process begins with the completion of the “Withdraw” form, which is available in the Registrar’s Office as well as on the Pacific Oaks College web site.

Ceasing to attend class without proper notification to the Registrar’s Office will result in an unofficial withdrawal. Unofficial withdrawals also include those students who fail to initiate and/or complete the official withdrawal process as noted above. A refund calculation will be performed to determine the amount of financial aid (Title IV aid) earned and the amount of financial aid to be returned. Students are responsible for any resulting balance owed to Pacific Oaks College. The College does not refund any fees to withdrawn students.

Financial Aid Refund

Students with a financial aid credit balance may be entitled to a student refund. Student refunds are issued either by a mailed refund check or direct deposit. Students interested in direct deposit financial aid refunds must complete and submit to the Student Accounts office a Direct Deposit Authorization for Financial Aid Refunds form.

Financial aid refunds are delivered ten (10) business days after financial aid funds are received by Pacific Oaks College. Refund checks are returned in the mail, the check will be voided and the funds will be returned to the lender.

Applying for Financial Aid

Steps on [how to apply for financial aid](#) are located on the Pacific Oaks College web site.

Students must complete the current year FAFSA application located at www.FAFSA.gov . A FAFSA must be completed each year a student is requesting federal financial aid.

Students must also complete a current year Financial Aid institutional application located on the [Financial Aid Forms](#) page of the Pacific Oaks web site.

Students interested in federal student loans must complete a master promissory note (loan application) and entrance counseling interview located at studentloans.gov.

Determining Amount of Aid

A student's total financial assistance from all sources cannot exceed the school's cost of attendance for the student's period of enrollment. Cost of attendance includes tuition, fees, and averages of books, supplies, and reasonable cost of living expenses.

Need-based aid, to include Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), Cal Grant, Subsidized Stafford Loan and Federal Work-Study is the difference between the cost of attendance at Pacific Oaks and the federally calculated Expected Family Contribution (EFC) established upon completing the FAFSA. Non-need based aid to include external scholarships and certain loan programs such as the parent and graduate plus loan or alternative student loans are also available and weighed against the cost of attendance.

Disbursement of Aid

Students are notified when loan funds have been received and applied to their student account via the Pacific Oaks College on-line student portal. Ceasing to attend some or all courses within a semester/term may result in financial aid being returned (Return to Title IV), as required by federal regulations.

Financial Aid Eligibility Factors

Enrollment Status

Students must maintain a minimum half time status to be eligible for federal and state financial aid. Minimum half time status is 4 units in the fall and spring terms for graduate students, 6 units in the fall and spring terms for undergraduate students and 3 units in the summer for both graduate and undergraduate students.

Types of Financial Aid

Pacific Oaks College offers a variety of scholarship, grant, loan, student employment and fellowship programs to students applying for financial assistance to help finance their education. A list of these programs is listed on the "[Funding Your Education](#)" page of the Pacific Oaks College web site.

In addition to federal and state funding programs, Pacific Oaks College also offers an internal aid program which consists of [scholarships](#), [student assistantships](#) and [fellowships](#). Detailed information on the programs offered in the internal aid program can be found on the Pacific Oaks web site.

V. Academic Policies

Class Attendance

Pacific Oaks College requires class attendance. Active participation is an important component of classes, and attendance is critical to building a learning community. Instructors state attendance policies in their course syllabus and take attendance at each class meeting. Note that an instructor's policy may limit allowable absences and that exceeding these limits may result in receiving no credit. If extenuating circumstances cause a student to miss too many classes, instructors will consider each case individually.

All instructors are required to post student attendance for the first week of the semester. Instructors of classes* with a start date **after** the first week of the semester will assign a pre-course deliverable to be submitted by students by no later than the Friday of the first week of the semester. For these "late start" classes, instructors document student deliverables and report student attendance accordingly. A student who is not counted as present in faculty attendance posting or who does not submit the pre-course deliverable within the first week of the semester will not be eligible for Title IV financial aid for those courses. Students are responsible for Adding or Dropping by the specified deadlines. Students who would like to add or drop any course(s) after the first week of the semester should consult with a Faculty Advisor, Financial Aid Counselor, and the Office of Student Accounts to discuss how this may affect your academic standing, financial aid funds, and tuition and fee charges.

**This policy does not apply to 7 ½ week online courses.*

Children in the Classroom

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

The personal care of the child (feeding, diapering, etc.) should be handled discreetly and in such a way as to not interfere with the ongoing work of the class. If, in the view of the instructor, the educational process of the class is being disrupted, the student may be asked to remove the child from the classroom. Students who have concerns about the policy and/or its implementation should discuss their concerns with the student and/or instructor involved. If the matter cannot be resolved at that level, the matter may be referred to the Associate Vice President of Student Services, or designee, for review.

It is the College's hope that all adults at Pacific Oaks will grow in their appreciation of and tolerance for the presence of children in their environments, despite the complexity that children may produce

in an academic setting. As students of human development, we expect that problems will occur; our aim is not to eliminate the problems, but to become skillful problem-solvers. The presence of differences (in age, culture, language, ability, lifestyle and values) in any group adds to its potential for conflict — and for the growth of all its members — and offers us experience in collegial conflict resolution.

At no time may children use the Pacific Oaks computers. This includes computers in the computer lab, Center for Student Achievement, Resources and Enrichment (CARE), Library or offices.

Registration

Students are responsible for registering for coursework each semester. Students are encouraged to meet with an advisor to plan each semester's course schedule before registering for classes. New students should contact their assigned advisor upon admission into the college. Students who encounter difficulty reaching their advisor should contact the appropriate Program Director for assistance.

Registration Process

Registration Dates. Please refer to the Academic Calendar for a listing of current registration dates and the process: Campus Based Programs / Online Programs

Financial Aid Recipients

Financial aid recipients must review their most recent award letter or check with the Financial Aid Office at (626) 529-8466 or financial@pacificoaks.edu to ensure that the staff has an accurate count of credits.

Late Registration and Fees

A Late Payment fee is charged on all payments received on or after the due date on the tuition statement. If confirmation of enrollment is not sent to the Cashier's Office, all courses are dropped from the student's schedule. For financial aid students, this has serious consequences. Please see Financial Aid Satisfactory Academic Progress for additional information.

It is the policy of Pacific Oaks College that no student is eligible to register for courses until any and all outstanding balances owed to the institution from a previous semester have been paid in full. The Business Office must also verify that payment in full has been received. In addition, diplomas will not be released to students who have outstanding balances.

This policy does not exclude students on payment plans. Students on payment plans can only register after their last payment is made to and noted by the Business Office. Payment plans should be completed on or before November 30th for the Fall semester and April 30th for the Spring semester.

Add/Drop Policy

Pacific Oaks College students may add and drop classes during the Add/Drop period. The Registrar's office will determine and publish the specific Add/Drop dates in a timely manner for students, staff and faculty giving all parties ample time to schedule accordingly. Students use an Add/Drop Form.

Dropped Classes After the Add/Drop Deadline

Classes officially dropped after the add/drop deadline will receive a "W" grade for the withdrawn class. The Registrar's office will identify and document the "W" grade on both the student's transcript and in the Pacific Oaks College database. Charges and associated credits for classes with a "W" grade remain on the student's student account and transcript. Registered credits associated with classes receiving a "W" grade are considered credits attempted, thus remain eligible for financial aid (Title IV funding) and will be identified in financial aid satisfactory academic progress calculations.

This policy is specific to adding and dropping classes and must not be confused with withdrawing from the institution. Please refer to the Pacific Oaks College withdrawal policy for students withdrawing from the college.

Added Classes On or Prior to the Add/Drop Deadline

Students are able to add classes on or prior to the term add/drop deadline without penalty. Charges and registered credits associated with these classes are assessed to the student's student account, class schedule and in the Pacific Oaks College database. Students who were not eligible for financial aid (Title IV funds) prior to adding classes can now be considered for aid upon their request by contacting the Financial Aid Office. The Financial Aid Office will confirm that additional registered credits associated with the added class now make the student eligible for financial aid (Title IV funding).

Added Classes After the Add/Drop Deadline

Classes officially added after the official add/drop deadline are subject to late registration fees. Charges and registered credits associated with these classes must be assessed to the student's student account and class schedule. Financial aid (Title IV funding) should not be affected for those students that are already maintaining half time status prior to adding a new class. Students may need to allocate a portion of their student refund or seek alternative funding if the student is maintaining a minimum half time status and has initially requested the maximum amount of loan funds (Title IV loans).

A student may still apply for financial aid (Title IV funding) upon request after the official add/drop deadline if the newly added class now brings the student to a minimum half time status and all appropriate financial aid documentation has been submitted prior to the posted deadlines. However,

the student may lose scholarship opportunities which are expected to be awarded shortly after the official add/drop deadline.

Classes Starting and Ending Prior to the Official Add/Drop Deadline – 1-Week Intensives and Weekend Classes

Students in this category who apply for financial aid will not receive their financial aid award in time to cover expenses for classes starting and ending prior to the official add/drop deadline. Other methods of payments (alternative loans, cash, credit, etc.) are the primary options for students with classes starting and ending prior to the official add/drop deadline.

Leave of Absence (LOA) Policy

We encourage all students to complete their course of study in an expeditious manner. If, however, it should become necessary for a student who take a semester off from Pacific Oaks College (PO), with the intention of returning, that student must apply for a Leave of Absence (LOA). A student who does not intend to finish his or her studies at PO must officially notify the college by going through the withdrawal process, outlined in the College Withdrawal Policy . LOA is requested using a Leave of Absence Form.

Students may request a leave from their current semester or future semesters. If a student withdraws from all classes after the add/drop deadline of the semester, they may be subject to the Withdrawal Policy and Financial Aid Title IV Return of Funds policy.

Student loan recipients who take an approved LOA may exhaust some or all of the grace period during the leave. Financial aid recipients are advised that if they take an LOA exceeding more than 180 days within a 12-month period, their loans will go into loan repayment. Upon return from the LOA, the student is permitted to complete the course of study begun prior to the LOA. Financial aid recipients interested in taking an LOA are strongly encouraged to contact the Financial Aid Office to identify any specific financial aid complications that may result. Students returning from an LOA must register and notify the Financial Aid Office so eligibility can be determined and financial aid can be packaged for the student for the upcoming semester.

Time Length/Financial Obligations

Students may take a LOA from the college for a maximum of three consecutive semesters.

Students on an approved LOA and receiving Federal Financial Aid will not be considered withdrawn. Financial aid recipients are advised that if they take an LOA exceeding more than 180 days within a 12-month period, their loans will go into loan repayment.

Leave of Absence Process

To request a LOA the student must complete and return the Leave of Absence Form to the Registrars Office, including the reason for the LOA with the expected date of return. The student's last date of attendance must be the last day of the most recently completed course.

Should unforeseen circumstances prevent a student from providing a request prior to the last day of attendance or add/drop deadline for the next semester. PO may grant the LOA for the unforeseen circumstances. Unforeseen circumstances may include medical and family emergencies, business travel, college course cancellation and/or facility closure, and natural disasters. In such cases students should contact the Registrar's office regarding the process for exception to the standing LOA Policy.

Failure to Return

Students who fail to return from an approved LOA, on the date indicated on their form, will be withdrawn from the college (See College Withdrawal Policy). For financial aid student a Federal Return of Title IV Funds calculation will be completed as of the last date of attendance and any unearned funds will be returned to their federal and/or state source. The return of these unearned funds may cause a tuition balance. The student will be responsible for any financial obligation to the school.

Withdrawal Policy

Completion of the registration process at Pacific Oaks College constitutes a contract and obligates the student for full payment. The student must complete the appropriate process to withdraw from the institution.

Student initiated withdrawals are considered official withdrawals for purposes of this policy. Official withdrawal from the College is permitted through the last day of the class. Students requesting full official withdrawal from the College, including students transferring to another institution, must complete a Withdrawal Form available in the Registrar's Office. To complete the official withdraw process, the student must also complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Business Office.

The College will administratively withdraw students who cease to attend or enroll in classes for consecutive semesters and fail to initiate and/or complete the official withdrawal process as noted in this policy. Administrative withdrawals will be recorded as "inactive student" in the Registrar's Office and college system.

Withdrawal Date

For official withdrawals, a student's withdrawal date is:

- The date the student began the withdrawal process, or

- The date the student officially notified the institution through the “Request to Withdrawal” form.
- Any earlier or later date which the institution documents as the last date of
- academically related activity by the student.

For administrative withdrawals, a student’s withdrawal date is:

- The midpoint of the payment period or period of enrollment, or
- Any earlier or later date which the institution documents as the last date of academically related activity by the student.

An academically-related activity includes, but is not limited to, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution.

Withdrawal Period

Students who have attended Pacific Oaks but have stop attending for one or more semesters will be required to reapply for admission to the College. Students must submit an “Application for Admission”, pay any application fees and submit official transcripts from all other institutions attended since last enrolled at Pacific Oaks.

Readmitted students will enter under the catalog current at the time of readmission and will be subject to the degree requirements outlined in that catalog. The College is not responsible for providing courses or programs that have been discontinued.

Independent Study

Independent study is a course option available to all students. An independent study can be designed to meet several specific needs: elective or required courses for a specialization; and/or an opportunity for students to explore areas of human development and related topics on their own. As a rule, core courses cannot be fulfilled by an independent study.

What is required for an independent study is a contract with details as to the objectives of the study as well as the faculty member enlisted by the student to be faculty of record on the independent study. Independent studies range from one (1) to four (4) credits. Each credit is equivalent to forty-five (45) hours of academic work. Therefore, for example, a three credit independent study would need to substantiate by means of the contract, the workload equivalent to a three credit semester class. A one credit class would consist of approximately the workload required for a weekend class. Independent studies traditionally consist of books (read and reported on), journals, data gathering (interviews), reflective processes, observation, fieldwork, writing, reporting and presentations.

It is the responsibility of the student to fulfill the contract, communicate with the faculty member, and turn in required assignments per agreement. The faculty member is responsible for turning in the evaluation by the due date of the semester for which the student is registered. If the student has not completed the work by the dates specified in the contract, the student is to receive an incomplete.

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 (877) 314-2380 or admissions@pacificoaks.edu. Applicants must be high school graduates or have a GED.

Readmission

Students applying for readmission (those not enrolled for one or more years) must complete all current program requirements in place at the time of their readmission.

Academic Evaluation

Pacific Oaks views goal-setting and evaluation as part of a shared learning process in which instructors and students are both actively involved. For this reason, Pacific Oaks issues narrative grades and letter grades. Primary evaluation is by written statement in which the instructor and student have had direct input. These written narrative evaluations become part of the student's transcript along with the letter grade.

Evaluations often include information in response to the following questions:

- Did the student engage intellectually with the class material?
 - Was the student skilled in written communication?
 - How did the student participate in the dialogue process and in class discussions?
 - What is the student's ability to implement the class material in the student's own classroom or job?
 - Did the student demonstrate appropriate levels of competence?
-

Grade Point Classification

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 period and through: Ground and Hybrid classes Intensives classes (one week	Withdrawal: Available after add/drop period and through: Ground and Hybrid classes

		<p>courses) – the fourth day of class</p> <p>Weekday and weekend classes (full semester courses) – the Friday before the last two weeks of classes</p> <p>Online classes</p> <p>Session I and II classes (seven and a half week courses) – the Tuesday beginning the last week of classes</p>	<p>Intensives classes (one week courses) – the fourth day of class</p> <p>Weekday and weekend classes (full semester courses) – the Friday before the last two weeks of classes</p> <p>Online classes</p> <p>Session I and II classes (seven and a half week courses) – the Tuesday beginning the last week of classes</p>
I	0.00	Incomplete	Incomplete

* Withdrawals are not accepted after the final withdrawal deadline stated in the academic calendar. Please see the academic calendar for specific withdraw deadline dates: Campus Based Programs / Online Programs.

Incomplete Grade Policy

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

If written work is required to complete the class, this must be submitted to the class instructor at least one (1) month prior to the end of the semester following the one in which the Incomplete is given. Instructors may set an earlier deadline if they wish. Students who fail to meet the conditions of the Incomplete contract will automatically receive a No Credit. (Only the Registrar may approve extensions.)

Grade Appeals and Narrative Evaluations

Student appeals regarding a class evaluation or grade must be submitted for review within the semester/session following the assignment of the grade or evaluation. . Complaints will be reviewed as follows:

1. Students are encouraged to consult with the instructor before initiating a grade appeal process as outlined in this procedure.
2. The student will provide the evaluation received in the course, together with the reason for the appeal, specifying as accurately as possible all pertinent performance indicators and attendance data, if applicable. This information will be filed in writing with the Registrar. The appeal will be forwarded to the Program Director and to the course instructor for the instructor's review and possible adjustment.
3. The course instructor will return the decision in writing indicating the basis on which the decision was made and include the current evaluation written for the student, the evaluation criteria for the course, performance indicators, and attendance data, if applicable, achieved by student in that course. The decision is transmitted to the student through the Registrar with whom the appeal was initially filed.

If the student wants to appeal the course instructor's decision due to extenuating circumstances, a conference may be requested with the Program Director, the course instructor, and the Registrar. The conference will investigate the circumstances of performance in the course and determine appropriate adjustments if warranted.

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

Repeating Courses

Courses repeated during a student's program of study due to non-satisfactory grades will be indicated as a repeated course with the highest grade calculated into the Cumulative Grade Point Average (CGPA). The course indicated as a repeated course is not calculated in the CGPA, but both original and repeated credits will be counted as attempted credits in rate of progress calculations. Students who are required to repeat courses in order to qualify for degree program requirements may incur additional charges to do so.

Although a grade of "C" or higher for graduate students or "D" or higher for undergraduate students is generally acceptable toward the graduation requirement, students may choose to retake a course to improve their final grade. Please note that some academic programs require students to complete specific coursework with a "B" or higher for graduate students or a "C" or higher for undergraduate students. Students receiving lower grades in such coursework are required to retake or replace the course(s). Please refer to the section on Academic Programs for additional details.

Non required repeated courses do not count toward full-time or part-time status and are not eligible for financial aid. Some course can be taken multiple times and are not considered a “repeated course” for purposes of this policy such as thesis continuation. Questions regarding financial aid eligibility for a specific course should be directed to the Office of Financial Aid prior to registering for the course.

Academic Advising Policy

Pacific Oaks students are responsible for being familiar with the current Catalog and the requirements for their degrees and programs. All students will be assigned an advisor upon admission who counsels the student on their academic program, provides support, and monitors their academic progress in their respective program. Students are required to contact their advisor regularly to review their academic progress and standing. The process for changing an advisor or program is outlined in below.

Change of Advisor

Students may request a change of advisor for a variety of reasons. Please see the department administrative assistant for procedure. A change must be approved by the student’s academic department or program and appropriate form submitted to the Registrar.

Change of Program

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

The following require completion of the Program Change form:

1. Change in Credit for Life Experience (CLE) admission status
2. Change from one Academic Program to another (additional admissions requirements may apply).

Continuous Enrollment

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.

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.

Satisfactory Academic Progress

Pacific Oaks College students are required to maintain Satisfactory Academic Progress (SAP) as defined by this policy toward the completion of their degree, certificate, or credential program. SAP is a qualitative (academic standing) and quantitative (rate of progress/maximum timeframe) measurement of student academic progress. Per federal regulations, financial aid recipients are required to maintain SAP toward their degree, credential or certificate program in order to maintain financial aid eligibility.

Academic Standings

Good Academic Standing

Good academic standing is met when:

- Graduate students maintain a cumulative GPA of 3.00 or above.
- Undergraduate students maintain a cumulative GPA of 2.00 or above.
- Students meet the minimum timeframe requirement for their academic program.
 - Students must progress to ensure academic program completion within the maximum timeframe.
 - Maximum timeframe is measured by attempted units
 - The maximum allowable attempted units are 150% of the required units in a student's academic program.
 - Example: if the published length of a student's program is 60 units, the student must complete the program by the time 90 units are attempted (60 units X 150% = 90 units).
 - All attempted or transferred units are taken into consideration to include periods in which the student may not have received financial aid.
- Academic Progress to include cumulative GPA and maximum timeframe is verified at the end of each semester.

Academic Warning

A student is considered on academic warning when:

- Minimum 67% rate of progress, as defined by this policy, is not met
- A graduate student's cumulative GPA falls below a 3.00 "B"
- An undergraduate student's cumulative GPA falls below a 2.00 "C"

Actions a student must take when placed on Academic Warning:

- Students are required to meet with their advisor and/or Program Director
- Students are required to repeat any course(s) that did not meet minimum academic standards immediately in the following term (if the course is being offered)

Students continue to maintain financial aid eligibility while on academic warning.

A student is removed from academic warning status when:

- Graduate students raise their cumulative GPA to 3.00 or above in the subsequent semester.
- Undergraduate students raise their cumulative GPA to 2.00 or above in the subsequent semester.
- The rate of progress percentage is raised to 67% or above in the subsequent semester.

A student placed on academic warning must demonstrate reasonable progress in improving his/her cumulative GPA and rate of progress in order to continue enrollment in good academic standings. Students who fail to demonstrate reasonable progress will be placed on academic probation.

Academic Probation

A student is considered on academic probation when:

- Minimum 67% rate of progress, as defined by this policy, is not met in the semester following the one in which they were placed on academic warning.
- Graduate students do not achieve a cumulative GPA of 3.00 "B" or higher in the semester following the one in which they were placed on academic warning.
- Undergraduate students do not achieve a cumulative GPA of 2.00 "C" or higher in the semester following the one in which they were placed on academic warning.

Actions a student must take when placed on Academic Probation:

- Students are required to meet with their advisor and/or Program Director to determine and implement an academic SAP recovery plan.
- Students are required to repeat any course(s) that did not meet minimum academic standards immediately in the following term (if the course is being offered)

Students placed on an academic probation status are not eligible for financial aid. All charges assessed while on academic probation will require payment directly to Pacific Oaks College. Students must set up payment arrangements with the Pacific Oaks Student Accounts office. Students may appeal for reinstatement of financial aid while on academic program (see [Appeal Process](#) section below).

A student is removed from academic probation status when:

- Graduate students raise their cumulative GPA to 3.00 or above in the subsequent semester.
- Undergraduate students raise their cumulative GPA to 2.00 or above in the subsequent semester.
- The rate of progress percentage is raised to 67% or above in the subsequent semester.

OR

- The requirements outlined in the academic SAP recovery plan are met

A student placed on academic probation must demonstrate reasonable progress in improving his/her cumulative GPA and rate of progress in order to continue enrollment. Students who fail to demonstrate reasonable progress will be placed on academic dismissal.

Appeal Process

Students are given the opportunity to appeal for reinstatement of their financial aid while on academic probation. Appeals must be based upon extenuating circumstances. Extenuating circumstances may include:

- Illness
- Death in the family
- Course scheduling or grading error

Proof of the extenuating circumstances is required in support of an academic appeal.

When submitting an academic appeal, a student must:

- Submit an academic appeal form with supporting documentation to the Registrar's office within 10 calendar days of the date of academic probation status notification. The academic appeal form must include signatures from the student and academic program dean
- Submit their academic SAP recovery plan

Appeals are reviewed by an appeals committee consisting of the Associated Vice President of Student Services, academic program dean, Registrar and Financial Aid Director.

Students may have their financial aid eligibility reinstated for one semester upon approval of the appeal. Financial aid eligibility is reviewed and is contingent upon the student's academic standing at the end of the semester.

Academic Dismissal

Students are dismissed when they fail to meet the requirements outlined in their academic SAP recovery plan while on academic probation or do not complete their degree or certificate within the defined maximum timeframe requirements of their program.

Dismissed students are not eligible for financial aid. In-school loan deferment status ends as of the dismissal date. According to U.S. Department of Education regulations, financial aid previously received by dismissed students may be returned based on the date of dismissal. In such cases, a student may owe the institution for aid returned or outstanding charges.

A student may appeal for readmission 12 months after the dismissal date. If the appeal is approved, the student will be admitted back into Pacific Oaks College in an academic probation status and are subject to the academic probation process outlined in this policy.

Maximum Timeframe

In addition to the CGPA requirements, students are required to complete their degree or certificate within the maximum timeframe allotted for their program. Pacific Oaks College is required to monitor students' rate of progress toward completion of their degree or certificate program. For the purposes of determining eligibility for financial aid, rate of progress is measure both by maximum and incremental timeframes.

Rate of progress

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.

Students are responsible for ensuring that they meet all the requirements of their academic program to include the timeframe requirements. A student who fails to graduate within the maximum timeframe is administratively dismissed and is ineligible to receive financial aid.

If the student's academic course of study is interrupted by active military service, or service in the Peace Corps, VISTA, or the equivalent, as much as two years of that time will not be included toward the maximum time frame for the program. In such an event, an official letter from the appropriate agency must be sent to the Registrar's office for documentation.

In addition to meeting maximum timeframe requirements, students are required to complete a specific number of total credit hours (refer to incremental timeframe chart) at the end of each academic year. Maximum incremental timeframe requirements are evaluated annually at the end of the summer semester. A student who fails to meet the maximum incremental timeframe requirements of their program will be placed on academic warning/probation. Students may appeal this action per the guidelines outlined in this policy.

Undergraduate Programs	FULL TIME		PART TIME	
	Length of Program*	Maximum Time Frame for Completion	Length of Program*	Maximum Time Frame for Completion
B.A. Early Childhood Education	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Preliminary Multiple Subject Learner Credential	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Dual Credentials	4 years	6 years	6 years	7 years
B.A. Human Development	2 years	5 years	5 years	6 years
Graduate Programs				
M.A. Early Childhood Education	2 years	4 years	4 years	5 years
M.A. Education w/Preliminary Multiple Subject Credential	3 years	6 years	6 years	7 years
M.A. Education w/Preliminary Education Specialist Credential	3 years	7 years	7 years	7 years
M.A. Human Development	2 years	4 years	4 years	7 years
M.A. Marital & Family Therapy	3 years	6 years	N/A	N/A
M.A. Marital & Family Therapy (AAFS & LFS)	3 years	7 years	7 years	7 years
Certificate Programs				
Post Graduate Certificate in Human Development	1 year	3 years	3 years	3 years
Teacher Credential				
Preliminary Multiple Subject Credential	3 years	6 years	6 years	7 years
Preliminary Education Specialist Credential	2 years	7 years	7 years	7 years

Incremental Maximum Time Frame Requirements

In addition to meeting maximum timeframe requirements, students are required to complete a specific number of total credit hours (refer to incremental timeframe chart) at the end of each academic year. Maximum incremental timeframe requirements are evaluated annually at the end of the summer semester. A student who fails to meet the maximum incremental timeframe requirements of their program will be placed on academic warning/probation. Students may appeal this action per the guidelines outlined in this policy.

Incremental Maximum Time Frame Requirements

Undergraduate Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Units
B.A. Early Childhood Education	12	24	36	48	60	-	-	60
B.A. Early Childhood Education w/Preliminary Multiple Subject Credential	12	24	36	48	60	-	-	60
B.A. Early Childhood Education w/Dual Credential	12	24	36	48	60	67	-	67
B.A. Human Development	12	24	36	48	60	-	-	60
Graduate Programs								
M.A. Early Childhood Education	8	16	24	31	-	-	-	31
M.A. Education w/Preliminary Multiple Subject Credential	8	16	24	32	40	50	-	50
M.A. Education w/Preliminary Education Specialist Credential	8	16	24	32	40	48	52	52
M.A. Human Development	8	16	24	31	-	-	-	31
M.A. Marital & Family Therapy	8	16	24	32	40	50	-	50
M.A. Marital & Family Therapy (AAFS or LFS)	8	16	12	32	40	48	56	56
Certificate Programs								
Post Graduate Certificate in Human Development	6	12	15	-	-	-	-	15
Teacher Credential								
Preliminary Multiple Subject Credential	8	16	24	30	36	44	-	44
Preliminary Education Specialist Credential	8	16	24	30	36	44	50	50

Additional Information Regarding Satisfactory Academic Progress

Dropping a Course

Dropping a course may have an impact on a students' ability to meet incremental maximum timeframe requirements. Students should ensure to follow the below listed step prior to dropping course(s):

- Review with the Registrar's office the impact of the dropped course(s)
- Review with the Financial Aid office the impact of the dropped course(s)

Repeating Courses

Students must maintain satisfactory academic progress toward their degree or certificate by maintaining a cumulative GPA of 3.00 for graduate students or 2.00 for undergraduate students on a scale of 4.0. Graduate students who receive a course grade of "C" or below and undergraduate students who receive a "D" or below may jeopardize their ability to meet this requirement. As a result, the student could be placed on academic warning or probation. Students in this situation may be required to meet with their advisor or academic Program Director to create an academic recovery plan to ensure their success in their academic program.

Although a grade of "C" or higher for graduate students or "D" or higher for undergraduate students is generally acceptable toward the graduation requirement, students may choose to retake a course to improve their final grade. Please note that some academic programs require students to complete specific coursework with a "B" or higher for graduate students or a "C" or higher for undergraduate students. Students receiving lower grades in such coursework are required to retake or replace the course(s). Please refer to the section on Academic Programs for additional details.

Non required repeated courses do not count toward full-time or part-time status and are not eligible for financial aid. Some course can be taken multiple times and are not considered a "repeated course" for purposes of this policy such as thesis continuation. Questions regarding financial aid eligibility for a specific course should be directed to the Office of Financial Aid prior to registering for the course.

Degree Conferral and Commencement

In order to participate in Commencement activities (or receive a diploma for those not participating in Commencement), students must have completed all degree requirements, including have a completed and approves thesis for Master of Arts students. This means all grades must be received by the Registrar and 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. Students are required to complete the Graduation Application for the semester in which they graduate.

Diplomas will be handed out at Commencement to participating students, or will be mailed or available for pick up to those not participating in a Commencement, 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 their record.

Change of Name and/or Address

Submit change of name, address, or phone number to the Registrar's Office by completing a "Name & Address Change Request" form available at the college website www.pacificoaks.edu/Current_Students/Registrar/Forms or at the Office of the Registrar. Name changes require supporting documents (court order, driver's license, or other form of positive identification). Name changes apply to permanent student files (but not their contents) and computer records; mentions of a student's previous name as it appears throughout narrative evaluations, which are part of the official transcript record, are not changed. When approved, students may change their addresses, phone numbers and email addresses over the Internet.

Transcripts of Academic Records

Official transcripts of College work are available for a fee. Please allow ten (10) business days for processing a college transcript. A rush college transcript may be requested for a fee. Please allow two (2) business days for processing. Students may also request a rush transcript to be sent via Express Mail for an additional fee.

All College transcripts requests shall be requested by completing the Transcript Request Form available at the college website www.pacificoaks.edu/Current_Students/Registrar/Forms or at the Office of the Registrar:

Registrar's Office Pacific Oaks College
45 Eureka St.
Pasadena, CA 91103

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

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

Note: Transcripts will not be issued to students who have an outstanding balance on their accounts.

In order to participate in Commencement activities (or receive a diploma for those not participating in Commencement), students must have completed all degree requirements, including have a completed and approves thesis for Master of Arts students. This means all grades must be received by the Registrar and 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. Students are required to complete the Graduation Application for the semester in which they graduate.

Diplomas will be handed out at Commencement to participating students, or will be mailed or available for pick up to those not participating in a Commencement, 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 their record.

VI. Student Resources

Center for Student Achievement, Resources and Enrichment (CARE)

The Center for Student Achievement, Resources, and Enrichment (CARE) is committed to providing support services that foster academic achievement and professional development. In addition to academic advising and career enrichment services, our staff offers students the resources needed to help navigate the challenges of balancing school with work and family demands. We strive to empower students to reach their highest academic, personal, and professional potential.

The Center assist students in clarifying career goals and objectives, explore career opportunities, and enhance their job search techniques. Assistance with resume writing, interviewing skills, and time management are available through the Center. Students can receive individual assistance or participate in group activities through the various workshops offered. In addition, students seeking employment opportunities can benefit from the Center's employment resources and on-line career resources.

The CARE team is also available to assist students with preliminary degree audits, special needs accommodations, international student support, student concern issues, and used book resources. Please contact the CARE team at (626) 529-8262 or CARE_Office@pacificoaks.edu for assistance. Additional information can also be found on the CARE page.

Student Government Association

The Student Government Association (SGA) is the official voice of the student body. The purpose of the SGA is to serve as a representative group for the students of the College including: representing the student body's voice, views, and interests and enhancing communication and fellowship among students, faculty, and administration at the College.

The membership of the SGA consists of all students currently registered in degree seeking programs at the College. Any student not enrolled for one semester will maintain active membership for that semester. Student involvement is essential and students are encouraged to participate in student government.

Student Council

The Student Council is a representative body consisting of a President, Vice President, Secretary, Treasurer, and three At-Large Members (one from each of the College's three Academic Departments). Student Council members advocate and represent the needs of the SGA as set forth in the SGA Constitution. Student Council elections occur in May of each year. Student council members maintain office for a term of one year.

The governance of Pacific Oaks College Student Government is outlined in its Governance document and bylaws available here: [Student Government Constitution and Bylaws](#)

Electronic Resources

Student Email Accounts

Pacific Oaks student mail Website – The web based e-mail system provides all students with a universal and cross functional operating system accessible electronic mail to facilitate an efficient medium of active communication. The school uses the Pacific Oaks issued email accounts for all official student correspondence by faculty, staff and students. Students will be held responsible for any and all email content sent to this email address. Please use the web address listed below to login.

<http://studentmail.po.pacificoaks.edu>

Pacific Oaks e-mail offers several advantages:

- Enhanced security and reliability for electronic mail correspondence.
- Access to e-mail anywhere a supported browser has access to the Internet (Work, Home, Internet kiosk, etc.).
- SPAM filtering and tagging.

The system requires that students log into their account at least once every ninety (90) calendar days. After ninety (90) calendar days of email account inactivity, the Pacific Oaks email system will begin automatically deleting any emails that are older than ninety (90) calendar days. It is imperative that all students check their Pacific Oaks email accounts to prevent any automated email deletions. It is every student's responsibility to frequently monitor correspondence to their Pacific Oaks email account.

Computer Labs

The Pacific Oaks College provides access for students to the Pacific Oaks Network for academic, research, or study purposes only. The Network is a valuable but limited resource, which must be shared with others. It is the student's responsibility to use the facilities in an efficient, ethical, legal, and responsible manner, in accordance with the Conditions Of Use of Computing, Learning and Network Facilities and Appropriate Behavior Policy specified below. Grossly improper behavior may be grounds for termination of your access or subject to other penalties and/or restrictions, which could include disciplinary actions

Computing Labs are provided for Pacific Oaks College students only. Students must carry a Photo ID at all times while using the labs. OIT Help Desk staff has the right to deny access to the Labs to anyone without proper identification.

Appropriate Behavior

Students who access the Pacific Oaks Network and the Internet are expected to comply with guidelines based on the use of good manners and common sense. Each student is required to:

1. Always acknowledge electronic mail.
2. Limit your email to a single screen of text where possible.
3. Do not send large files as email attachments.
4. Do not use offensive language.
5. Be polite to other users of the Internet.
6. Respect others' right to privacy.
7. Comply with the Conditions Of Use of Computing, Learning and Network Facilities policy.

Laboratory Etiquette

1. No food, drink, or cigarettes are to be consumed in the laboratories.
2. Avoid excessive noise and/or loud or obscene language.
3. Turn off or set to silent or vibrate all Cell phones and/or pagers.
4. Cell phone conversations should be conducted outside the laboratories.
5. The number of workstations is limited. Please limit your sessions to 30 minutes.
6. Please be courteous to staff and fellow users.
7. Game playing is not acceptable. Computer game playing either from the computer or internet is prohibited unless written authorization is granted by your instructor.
8. You are required to comply with any instruction by a Pacific Oaks staff member or Lab Assistant.

Student Identification Card Policy

New campus based students should have their photos taken for a Pacific Oaks Student Identification Card as soon as they register, pay their fees, and have received an enrollment receipt (via mail or email). The student shall carry the card at all times while on campus once issued. Online students should contact the Registrar's Office for additional information on how to obtain a Student Identification Card.

For students attending classes at Pacific Oaks Pasadena location, photos are taken in the Registrar's Office during normal business hours. Students must bring a copy of their current enrollment receipt and another form of photo identification (driver's license, passport, etc.). The Pacific Oaks Student Identification Card is required for most Pacific Oaks' services and can be used in subsequent semesters when properly validated. Unauthorized use, forgery, or alteration of a Pacific Oaks' Student Identification Card is strictly prohibited and subject to appropriate disciplinary action as outlined in below.

The cost for ID cards is included in college fees. There is a replacement fee for lost or stolen cards.

Access to Campus Buildings/Unauthorized Entry

Pacific Oaks is a private institution and its campuses, facilities, buildings and properties are private property. Access to Pacific Oaks, its campus, facilities, buildings, offices, and properties during normal business hours are permitted only with Pacific Oaks' consent which may be withdrawn at any time for any reason. Pacific Oaks gives implied permission to persons with genuine and legitimate purposes to enter and remain on its premises during normal business hours. That permission is, however, conditional upon the person behaving in a manner consistent with any policies or procedures Pacific Oaks may have in place. Where those policies or procedures are not observed, Pacific Oaks is within its rights to withdraw permission and request the person leaves its premises.

Reservation of Facilities for Student Use

Students and student organizations requesting the use of any facility as an internal user must follow the Facilities Reservation Guidelines

Classroom space is held for classes as the first priority. All requestors should be aware that their first choice of a particular room may not be available.

Solicitation and Conduct of Business on Pacific Oaks Property

No student or student organization may serve as the agent or representative of any off-campus agency for the purpose of selling or promoting the sale of goods or services on the Pacific Oaks campus unless written approval is given by the Associate Vice President of Student Services, or designee. All fund-raising must be approved by the Associate Vice President of Student Services, or designee.

Postings

In order to promote an environment of order and cleanliness on campus, students, employees and approved campus organizations are required to obtain appropriate approval prior to posting materials on campus bulletin boards. Students and student organizations and individuals seeking to post materials relating to student organizations, student related announcements, and housing resources must obtain prior approval from the Center for Student Achievement, Resources and Enrichment (CARE) Office. Employees seeking to post materials shall obtain approval from the Facilities Manager.

At no time shall any materials be posted on the walls of any building (inside or out) at any site, windows, doors, glass, vehicle windshields, trees, or painted walls. Materials posted in these areas will be removed. Failure to contact CARE prior to posting material will result in the removal of

unapproved materials from campus grounds.

No off-campus individuals or groups may use campus bulletin boards without approval. The person or campus organization responsible for posting the materials will also be responsible for removing them at the posting deadline. Failure to comply with this policy may result in appropriate disciplinary action.

Please Note: Damage to any walls or surfaces, caused by posting notices in areas other than on campus bulletin boards may result in the individual, department, or organization responsible for said posting incurring burdensome repair expenses.

Student Health Insurance

Students attending Pacific Oaks College are encouraged to evaluate their current health insurance coverage. Confidence in the ability to receive adequate services in the event of sickness or injury is critically important to the overall academic experience. Pacific Oaks College has chosen Gallagher Koster as the Plan Administrator to offer a comprehensive student health insurance plan that is customized specifically with the needs of students in mind. The plan is voluntary for domestic students and mandatory for international students. Exceptions do apply, so please visit the Gallagher Koster website for additional information: www.gallagherkoster.com

Domestic Students

Pacific Oaks College offers a voluntary comprehensive student health insurance plan. Domestic students who are actively enrolled and designated by Pacific Oaks College as full time or taking at least eight credit hours are eligible to enroll on a voluntary basis. This plan is not currently available for online-blended students. For more information or to enroll, please visit:

www.gallagherkoster.com/pacificoaks

International Students

At Pacific Oaks College, it is required for all international students to have some form of comprehensive health insurance coverage. Pacific Oaks College in partnership with Gallagher Koster, offers a comprehensive student health insurance plan. All international students are automatically enrolled in and billed for the Student Injury and Sickness Insurance Plan. International students who currently have health insurance that is equal to or greater than the Pacific Oaks College sponsored plan may apply to waive enrollment in the college-sponsored insurance plan. For more information or to review the waiver process, please visit:

www.gallagherkoster.com/PacificOaks

Online and Part-time Students

Additional health insurance options are available to students from other independent providers. Links to some independent providers can be found on the Pacific Oaks website. The plans and providers

listed are not directly affiliated with or managed by Pacific Oaks College. Students are encouraged to compare the plans before choosing one to ensure that the offered coverage best suits individual needs.

Library Policies

Library patrons have a variety of resources and services available both on-site and remotely. To protect the integrity of library services, the following guidelines are presented en brief. Students are advised to consult the library's website for detailed information on library policies and procedures. Policies and processes may undergo revision at any time.

Library Privileges

The Library's collections are intended to serve the research needs of students, faculty, and staff of Pacific Oaks College. Alumni and community members may purchase a user card for an annual fee: in accordance with vendor agreements and contracts, alumni and community borrowers are not allocated access to licensed databases where such activity is prohibited.

Pacific Oaks ID cards functions as Library cards. Student ID cards are issued by the Registrar's Office. Use of library services implies patron agreement to all library regulations. Verification of enrollment is required and as such, this process may necessitate coordination with other campus offices: registration for library services is not immediate and patrons are advised to contact the library early in order to ensure timely access to collections and resources.

Certain materials do not circulate (reference items, etc.) and may be limited to onsite/library use only.

The Library provides student workstations that include productivity software and internet access. Additionally, photocopiers and scanners are provided for student use, as is a multimedia room for the viewing of educational, video material.

Circulation Policies

Borrowers' Responsibilities

In order for an account to be considered in good standing, library patrons must:

1. Present a valid student ID card in order to borrow materials.
2. Keep track of all items borrowed and know their due dates.
3. Return or renew materials on or before the due date; the borrower is responsible for the safe return of all borrowed material until the time of check-in.
4. Return materials to the library without evidence of defacement (including underlining, highlighting or writing/notations be they in pen, pencil or other), or damage.
5. Notify the Library immediately of changes to patron contact information - returned mail may result in a temporary suspension of privileges.

6. Notify the Library and the Registrar's Office immediately regarding stolen or lost student ID cards.
7. Respond to library notices (when applicable), and pay fines/charges as applicable.

Please note: Library staff will not mediate disputes caused by the unauthorized lending-borrowing of books between library patrons or patrons and third parties. Item fees and costs are assessed to the account under which the materials were acquired. Patrons are strongly advised not to engage in inter-patron or third party lending of materials.

Patrons are responsible for any items acquired with their ID cards; therefore, it is of critical importance that lost/stolen ID cards are reported immediately.

Expiration and Renewal of Library Privileges

Withdrawn, dropped, dismissed or inactive students may experience a suspension of library services until such time as they are actively enrolled. This does not affect due dates for items checked-out during a period of active enrollment.

Loan Periods and Due Dates

Due dates are established at the time of checkout, though students are advised to review the Library's complete policies as detailed on its website(s) for the most current due date schedule. Materials may be renewed via email, by phone, in person, or online. Items requested by other students cannot be renewed and must be returned by their original due date. Distance students enjoy the same library privileges as onsite students, and circulating materials can be mailed to any student by request. Fees for delivery and return (where applicable) are incurred by the borrower on a flat-fee schedule. For the current shipping/delivery fees, please consult the Library's website.

Fines & Fees

Library fines for books accrue daily. Separate fees for books vs. other materials may apply. Fines for reserve materials are assessed for each hour or part of an hour that an item's return is delayed. Fees are additionally assessed on a per-item basis. For a current schedule of fees, please consult the Library's website.

Lost, damaged or defaced items incur fees equal to the cost of replacement plus a \$20 materials processing fee.

All fines/fees are assessed to the patron's student account: the Library does not accept direct payment for charges. Questions regarding Library charges may be answered via the Library's website or by phone/in person at the Circulation Desk.

Unpaid Library fines/fees may result in temporary suspension or permanent disbarment

Notices

The Library may provide borrows with account notices, however, this is a courtesy and borrowers are responsible for return of materials, even if notices are not received. The Library's policy with regard to non-receipt of notices also applies to individuals who are out of town or temporarily removed from contact.

Interlibrary Loan (ILL)

The Pacific Oaks Library participates in resource sharing opportunities around the globe. For items not held by the Library, students may request an Interlibrary Loan (ILL). Through this process, Library staff request items from other libraries – since these libraries may be out of state, across the nation or, as in some cases, in other countries, ILL requests take time and planning. Furthermore, the timeliness of request response, due date, shipping rate, etc., are at the discretion of the lending library, and are not controlled by Pacific Oaks Library staff. Some items, due to obscurity or limitations of use may not be obtainable or may carry conditions of use or format. ILL requests have unique costs which are outlined on the Library's website.

Reference Services

Reference and instructional staff are available by appointment or on a drop-in basis via email, phone, in person or online. Assistance with topic-specific research on a drop-in basis is available only when reference/instructional staff are not scheduled for other teaching or reference activities.

Research Resources

Each student is afforded personal, login credentials that allow access to the college's academic databases. Among its more notable database selections are EBSCO's Academic Search Complete, EJS (electronic journals), PsycArticles, PsycBooks, PsycInfo, PsyCritique, Mental Measurements Yearbook, the PEP Archive, Social Sciences Citation Index, ProQuest Theses & Dissertations, as well as a host of other repositories. Library staff strongly encourage students to become familiar with these databases immediately upon admission. It is unwise to wait until an impending research due date looms near: students are advised to begin exploring research resources before course assignments are distributed.

Statement on Appropriate Use of Electronic Resources

Pacific Oaks complies with all state and federal laws that apply to internet use and/or utilization of electronic resources. Additionally, database or other software vendor restrictions, limitations and conditions are upheld and enforced. Library patrons are prohibited from:

1. Sharing passwords, login credentials or other access-granting information
2. Publishing restricted information to the internet as a private individual or a Pacific Oaks community member
3. Distributing via its networks or posting copyrighted information without expressed permission from copyright/distribution/intellectual property right holders.
4. Using the Library's systems or networks to explore/browse/download inappropriate content

5. Using the Library's systems or networks to download materials unrelated to education at Pacific Oaks (personal use)
6. Using the Library's systems or networks to harass, embarrass, stalk others or attempt to engage others via continued, expressed unwanted contact
7. Using the Library's systems or networks for commercial purposes or personal, financial gain
8. Engaging in activities which violate state or federal law
9. Engaging in activities which violate any of Pacific Oaks College's existing policies

Violation of any of these conditions may result in termination of Library privileges. Additional guidelines for use of computers and networks exist within the college's computer resource and technology use policies.

Collection Development, Acquisitions Criteria and Academic Freedom

The Library's Collection Development, Acquisitions Criteria, and Academic Freedom policies are available via the Library's website. The Library encourages the Pacific Oaks Community to be familiar with these policies as they provide an understanding of the academic environment under which the Library operates.

Support Services Directory

Admissions Office

(877) 314-2380

E-mail: admissions@pacificoaks.edu

Business Office

(626) 529-8171

E-mail: business@pacificoaks.edu

Center for Student Achievement, Resources & Enrichment (CARE)

(626) 529-8262

E-mail: CARE_Office@pacificoaks.edu

Financial Aid Office

(626) 529-8466 (information Line)

E-mail: financial@pacificoaks.edu

Library Services

(626) 529-8452

E-mail: library@pacificoaks.edu

Registrar's Office

(626) 529-8076 (Information Line)

(626) 529-8090 (Fax)

E-mail: registraroffice@pacificoaks.edu

Pacific Oaks College directory
