Catalog Home

Effective August 24, 2026

Pasadena Campus
45 Eureka Street
Pasadena, CA 91103

Pacific Oaks College is accredited by the Western Association of Schools & College Senior Colleges and University Commission (WSCUC).

Catalog Right to Change Notice

The *2026-2027 Pacific Oaks Academic Catalog* details the policies and procedures for all programs offered by the College. Students must adhere to the requirements and programs outlined in the Catalog.

This catalog is neither a contract nor an offer to contract between the College and any person or party, thus Pacific Oaks College reserves the right to make additions, deletions, modifications, and exceptions to curricula, course descriptions, degree requirements, academic policies, schedules and academic calendars, administrative policies and procedures, and tuition and fees. Pacific Oaks will make reasonable attempts to notify students promptly of any changes affecting them through communication methods deemed appropriate by Pacific Oaks officials. All changes take precedence over catalog statements.

While the College will make reasonable attempts to notify students of any policy changes through communication methods deemed appropriate by College administration, students are encouraged to seek current information from appropriate offices because it is the responsibility of students to know and observe all applicable regulations and procedures. No policy will be waived, or exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures.

Email is considered an official form of College communication. Students should check their email daily to stay current with College communications. Students have the responsibility to recognize that certain communications may be time-critical.

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's School may be referred to as "the College," "Pacific Oaks," "Pacific Oaks College," "PO," "POC," or "The Children's School."
- "Student" refers to all individuals taking courses from Pacific Oaks College, on a full-time, part-time, or non-matriculation basis.
- "Policies" are defined as Pacific Oaks' rules & regulations found in, but not limited to, the Academic Catalog, Student Handbook, and Pacific Oaks' official school website.
- When used in this document, "session or term" refers to 6 or 8 weeks and "semester" refers to 16 or 12 weeks.

Pacific Oaks Contact Information

For additional information pertaining to this Catalog, please contact Pacific Oaks College at:

Address:

Pasadena Campus
Pacific Oaks College
45 Eureka Street
Pasadena, CA 91103
Phone: 877.314.2380
Website: http://www.pacificoaks.edu/

Introduction

Pacific Oaks College offers both bachelor's and master's degree programs with a culture-centered educational approach. This approach defines who we are as a community of learners and emphasizes the value we place on both human difference and commonality. Throughout every aspect of the Pacific Oaks experience, students are encouraged to recognize and nurture the uniqueness and inherent potential that each brings to the table, and to use the diversity of experience, heredity, abilities, and perspective to create a community of mutual understanding and respect.

Governance, Leadership and Administration

Pacific Oaks College is governed by a Board of Trustees, which meets three times a year and oversees policy decisions for areas that include academic affairs, institutional advancement, student services, and business and financial affairs.

Board of Trustees

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Office of the President

Dr. Breeda McGrath is the President of Pacific Oaks College & Children's School.

President's Cabinet

Reporting directly to the president and overseeing the day-to-day operations of Pacific Oaks College & Children's School are members of the Cabinet.

Carrie B. Zalkind, Chief of Staff,

Rosalyn Kempf, EdD, Interim Dean of Students*

Nubian London, Associate Vice President, Admissions*

Alexandra Pototskaya, Director of Finance*

Gabriel Jones, PhD, Vice President of Academic Affairs/Chief Academic Officer & Accreditation Liaison Office (ALO)*

Victor Soto, Executive Director, Pacific Oaks Children's School*

Christina Moldenhauer, Director of Human Resources

*Members of Executive Cabinet

President's Welcome Letter

Welcome Letter from the President

Dear Students,

Welcome to Pacific Oaks College! We honor your decision to further your education with us and to prepare for a professional life based upon the values of equity, diversity, social justice, and respect for the unique potential of every individual. Our institution was founded in 1945 by seven families who shared a utopian vision for an institution that would educate children and adults alike, guided by these same values. We are proud to have you join our community.

Every member of the Pacific Oaks community is both a learner and a teacher - faculty, staff, and students alike. Through deep engagement with faculty as well as fellow students, both online and on campus, we learn continuously from each other. Our openness to the new knowledge emerging from this engagement is the reason that our core values have remained relevant and purposeful through the changing circumstances and demands of our local and global communities. Our great hope is that through your journey at Pacific Oaks, you will learn to use the power of your voice, and your skills to become an agent of positive change. Our programs are intended to prepare you to engage authentically and effectively with widely diverse populations in a global environment, and to combine your professional knowledge with a respect for the unique values and experiences of the individuals and communities.

As adults with many commitments and experiences, we know that you are essential agents of your own learning. We look forward to sharing this journey with you.

Sincerely,

Breeda McGrath, PhD
President

Mission Statement

Mission Statement

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

Core Values

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

Inclusion

In accordance with our mission, our consistent commitment to participatory decision making reliably brings input from multiple perspectives across the entire Pacific Oaks community.

Respect

We respect and value the unique experiences and cultures of each individual. We strive to create a community that is collegial and challenging, and one in which all engage authentically and effectively in the teaching and learning process.

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 uphold 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.

Institutional Learning Objectives

Regardless of program or degree level, our goal is that every Pacific Oaks graduate:

- Is able to engage authentically and effectively with widely diverse populations in a global environment;
- Combines professional knowledge with a respect for the unique values and experiences of the individuals and communities with whom they work to solve problems; and
- Improves the profession through actions that advocate for social equity and serve the changing needs of diverse communities.

Accreditation & State Authorizations

Accreditation

Pacific Oaks College is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, 510-748-9001. WSCUC is an accrediting body recognized by the U.S. Department of Education (ED). The College has been accredited since 1959. For additional information, see www.wscuc.org.

Program-Specific Approvals

Education
Courses in the credential programs meet the California Commission on Teacher Credentialing (CTC) requirements for a California Preliminary Multiple Subject Credential or Preliminary Education Specialist Credential.

Marriage and Family Therapy
The MA in Marriage and Family Therapy (MFT) program satisfies all the requirements of SB 33 and the Board of Behavioral Sciences (BBS) (Business and Professions Code Sections 4980.36c, d e 4980.39, 4980.40, and 4980.41).

The MFT program qulifies and prepares graduates to apply for an Associate's number and to sit for the California MFT exam to earn a Marriage and Family Therapist License awarded by the California Board of Behavioral Science.

Social Work
The Bachelor of Social Work and Master of Social Work programs are accredited by the Council on Social Work Education's Board of Accreditation.

State Authorizations

For information on where Pacific Oaks College is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.pacificoaks.edu/state-authorizations/.

Program Disclosures for Licensure for CA Board of Behavioral Sciences (BBS)

Master of Arts in Marriage and Family Therapy (MFT) Licensed Professional Clinical Counselor Specialization (LPCC)

Students wishing to qualify additionally for licensure as a Professional Clinical Counselor (LPCC) in the state of California, may do so via selection of the LPCC Specialization, which include the following courses, totaling 5 credits: MFT 670 Career Development Theories and Techniques (3 credits); MFT 681 Advanced Topics in Addictions Counseling (1 credit); and, MFT 683 Advanced Topics in Psychopharmacology (1 credit). With these 5 credits added, along with an additional 55 clinical hours in Practicum, students will be eligible to sit for the LPCC exam.

Master of Arts in Marriage and Family Therapy (All Specializations)

The MA in MFT programs satisfy all requirements of SB 33 and the Board of Behavioral Sciences (BBS), including those outlined in Business and Professions Code Sections 4980.36(c), (d), and (e), and Sections 4980.39, 4980.40, and 4980.41.

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=13.&article=1.

The MFT programs prepare graduates to sit for the California MFT exam to earn a Marriage and Family Therapist License awarded by the California Board of Behavioral Science. Pacific Oaks' MFT program coursework meets each of the following BBS requirements:

- Integrates Marriage and Family Therapy principles throughout the curriculum.
- Integrates the principles of mental health recovery oriented care and methods of service delivery in recovery-oriented practice environments, among others, throughout the curriculum.
- Integrates an understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery.
- Encourages students to develop personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Provides students with the opportunity to meet with various consumer and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

The **Master of Social Work (MSW)** program prepares graduates to become licensed clinical social workers (LCSWs) in California through a comprehensive curriculum centered on culturally responsive practice. The program includes extensive real-world training through required field education and internship hours. The MSW program's accreditation by the Council on Social Work Education (CSWE) enables graduates to apply for registration in California as Associate Clinical Social Workers (ACSWs), the necessary step toward becoming licensed as LCSWs.

Academic Programs

Department of Human Development

Bachelor of Arts in Human Development

Total Credit Hours Required: 120

Maximum Allowable Transfer Credits: 87

Program Admissions Requirements: Program-specific admissions requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms per Year

Pasadena: 3

- Fall
- Spring
- Summer

Online: 6

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

Program Overview

The Bachelor of Arts degree program in Human Development focuses on the growth and development of youth, adolescents, adults, older adults, and their families within the social contexts in which development takes place. Students gain foundational knowledge and appreciation for the varied trajectories of development, from typical to atypical, across the lifespan.

Each domain of study is grounded in respect for the time, place, and socio-political context in which development occurs. The multi-disciplinary curriculum encourages students to develop a holistic perspective rooted in empowerment, equity, and social justice. Applied experience is a key component of the program, supporting students who are committed to meaningful engagement in their communities. Supervised field experiences at an approved site are a required part of the program.

Students will also select a concentration, which is an area of focused study designed to deepen their knowledge of a specific aspect of the developmental process.

Program Learning Outcomes (PLO)

Development: Students comprehend and analyze developmental and ecological theories impacting Human Development.

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

Communication: Students implement and analyze individual, dyadic and group communications for efficacy, clarity, appropriate audience reception, authenticity, and experience of empowerment for self and others.

Research: Students are able to distinguish between observations and theory in published research. Students create original research, present their findings, and link their research with existing literature in the field.

Praxis: Students develop a philosophy of learning reflective of developmental theories guided by observation and grounded in a lens of equity and multiculturalism. Students evaluate these actions based on results and their impact on other persons, groups, and systems (ethics, values, principles, and empowerment). Students learn to incorporate developmentally and culturally appropriate practice with individuals and systems. Praxis will involve activities such as practica, fieldwork or student teaching.

Program-Specific Requirements

Credit Requirements

40 General Education credits

50 General Elective Credits

18 Upper Division Human Development Program Credits

12 Concentration Credits

120 total credits

This is a year-round program, including enrollment in summer. On-ground attendance includes fall and spring 16-week semesters and a 12-week summer semester. Online attendance includes 8-week terms.

A full-time student entering with 0 credits and successfully completing 12 credits per semester would have a time-to-completion of ten semesters, which is equivalent to 3 1/3 years, or 40 months.

Fieldwork Requirements

Fieldwork is a required component of the program. It involves practical, applied learning experiences completed outside the traditional classroom environment. Students gain knowledge, acquire new skills, and refine existing skills while providing service to the community. Each student must complete 45 hours of service at an approved fieldwork or internship site during the term or semester in which they are enrolled in the fieldwork course.

Residence Requirement

All credits earned through courses offered by Pacific Oaks College are considered residence hours, regardless of whether they are completed online, on-ground, at instructional sites, or through off-campus cohort locations. Credits earned from institutions other than Pacific Oaks College are considered non-resident credits. All students must complete a minimum of 30 residence hours to be eligible for program completion.

Graduation Requirements

To be eligible to graduate with a Bachelor of Arts degree in Human Development, students must successfully complete the following:

- The approved program of study, including a minimum of 30 credits completed in residence at Pacific Oaks College; and
- A cumulative grade point average of at least 2.0 in all coursework attempted at the College.

Students must submit a Petition for Degree Completion and the associated fee to the Office of the Registrar during the semester prior to completing their degree requirements. All outstanding debts must be paid to the Student Accounts

Office, and any academic deficiencies must be resolved. Students must also be in good academic standing for the degree to be awarded.

General Education Requirements

Introduction

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

GE courses may only be used to complete one GE category. GE requirements may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. All GE courses must be completed with a grade of C or better.

Courses

General Education (40 credits required)

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

At least one course in English Composition and one course in Oral Communication:

English Composition

- ENG 101 - English Composition I 3 credit(s)
- ENG 201 - English Composition II 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- MATH 160 - Quantitative Reasoning 3 credit(s)
- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course in Arts and one course in Humanities:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)
- LIT 300 - Introduction to Literature 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)

Social and Behavioral Sciences (9 credits required)

At least one course Social Science and one course from Behavioral Science:

Social Science

- CIV 101 - Civic Engagement 1 credit(s)
- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- HIST 200 - History of Social Justice 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)

Behavioral Science

- PSY 101 - Introduction to Psychology 3 credit(s)
- PSY 103 - Developmental Psychology 3 credit(s)
- PSY 105 - Abnormal Psychology 3 credit(s)
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course in Physical Science and one course in Biological Science:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

Core Curriculum

Core courses

- HD 300 - Early Childhood Themes and Life Cycle Issues 3 credit(s)
- HD 341 - Communication for Empowerment 3 credit(s)
- HD 361 - Social and Political Contexts of Human Development 3 credit(s)
- HD 335 - Human Development: The Elder Years 3 credit(s)
- HD 459 - Exploration & Application: Fieldwork/Internship 3 credit(s)
- HD 497 - Capstone 3 credit(s)

Areas of Concentration

Students are required to select a concentration as part of their course of study. Options for concentrations are:

- Child Development
- Lifespan Development
- Social Change

All concentrations are offered in Pasadena and online, with limited options available to off-campus cohorts. Each concentration has its own specific requirements which are outlined below.

Child Development

This concentration is tailored for students seeking to deepen their comprehension of child development and define their abilities in nurturing this critical age group. Courses within this concentration emphasize the implementation of child-centered curricula, strategies for fostering diversity within early childhood classrooms, and the recognition of the profound influence of social and cultural contexts on a child's development journey.

Upon completion, students choosing this concentration will qualify for the Child Development Permit at the Site Supervisor level under Option 2 provided that students complete their fieldwork placement in an early childhood (birth-8) setting.

Requirements

- HD 303 - The Earliest Years 3 credit(s)
- HD 390 - Developing Anti-Bias Curriculum: Teaching Our Values to Our Children 3 credit(s)
- HD 412 - Working with Children and Families in A Diverse World 3 credit(s)

- HD 364 - Community as a Context for Development 3 credit(s)

Lifespan Development

This concentration provides a comprehensive overview of lifespan development, encompassing the entirety of the human lifespan from birth to death. Students explore the physical, cognitive, emotional, and social dimensions of development, considering the interplay between biological, psychological, and environmental factors. Coursework examines developmental theories and research findings across different age groups, with a focus on understanding the continuity and changes that occurs over time and through a lens of social justice, equity, diversity, and inclusion.

Requirements

- HD 311 - Play Across the Lifespan 3 credit(s)
- HD 320 - Contemporary Urban Adolescents 3 credit(s)
- HD 411 - Working with Adults 3 credit(s)
- HD 364 - Community as a Context for Development 3 credit(s)

Social Change

This concentration 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, particularly during national or global stress. Students in this concentration will learn how to collaboratively design and implement change in an organization, school, or community and in society at large by making processes more participatory.

Storytelling, dreaming, the arts, grant- writing, action research, the use of budgets and timelines, and autonomous community building are among the methods and mediums employed.

Requirements

- HD 363 - Education for Critical Consciousness 3 credit(s)
- HD 364 - Community as a Context for Development 3 credit(s)
- HD 381 - Human Development and Social Change 3 credit(s)
- HD 475 - Arts and Social Change 3 credit(s)

Master of Arts in Human Development

Total Credit Hours Required 30

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

Program Admissions Requirements -Program-Specific Admissions Requirements can be found here: Admissions Policies

Tuition and Fees Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms Per Year

Pasadena: 3

- Fall
- Spring
- Summer

Online: 6

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

Program Overview and Philosophy

The MA program in Human Development is designed to provide advanced study in theory and application of growth and development of individuals and systems across the lifespan. As master's degree candidates, students are immersed in theories of human development and in the biological, psychological, emotional, sociological, and cultural factors that contribute to an individual's growth, development, and sense of self in context. Students learn to critically evaluate the implications of these factors and serve as leaders and practitioners who support optimal outcomes for people and the ecologies where they develop.

Graduates are prepared to effectively apply human development theories and principles in their roles as educators, supervisors, leaders, innovators, caregivers and in other capacities in which they play an intentional role in the development of children and adults across the lifespan. This program builds competence in human development, knowledge of the social, cultural, and political contexts of development, communication, research, and the integration of theory into practice, to prepare graduates to lead in an array of settings, serving a wide range of individuals and families. Attaining applied experience is critical to students committed to and engaged in their communities. To ensure this is accomplished Field Experiences at an approved site are a requirement of the MA program in Human Development. Contributions to the wider body of intellectual, experiential, and applied knowledge are critical and the completion of a thesis is required for successful fulfillment of the MA degree program in Human Development

Concentrations are additional areas of focus which are designed to immerse students in a more specific area of the developmental process. Some concentrations are available only in Pasadena. The MA concentrations are Early Childhood Education and Development, Social Change, and Leadership in Education and Human Services.

The Human Development Department exists to foster individual growth and prepare students to become responsible 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 MA degree in Human Development for the preparation of Leadership personnel in professions serving youth, adolescents, adults, older adults, and families.

Program Learning Outcomes

Development: Students evaluate, analyze, and apply developmental and ecological theories to construct frameworks that effectively incorporate their self-constructed theories.

Diversity: Students value diversity and multiculturalism by demonstrating a commitment to social justice, equity, and inclusion. They are able to identify, analyze and evaluate the dynamics and intersectionality of institutional and individual biases and how each manifests power.

Communication: Students implement, analyze, and evaluate individual, dyad, and group communications for efficacy, clarity, appropriate audience reception, and authenticity. Students effectively use communication skills to support experiences of empowerment for self and others.

Research: Students demonstrate skills to effectively consume, analyze, interpret, and create scholarly, research-based work grounded in professional, social, and personal contexts. Students work to address how their lived experiences are connected to research and how issues of diversity, equity, inclusion, and anti-bias are embedded explicitly or implicitly in the research.

Praxis: Students implement a philosophy of learning reflective of developmental theories guided by observation and grounded in a lens of equity and multiculturalism. Students evaluate these actions based on results and their impact on other persons, groups, and systems (ethics, values, principles, and empowerment). Students create and implement developmentally and culturally appropriate practice with individuals and systems. Praxis will involve activities such as practica, fieldwork or student teaching.

Program Specific Requirements

The program requires 15 credits of core coursework; 6 credits of either thesis or action research project coursework; and 9 credits of concentration coursework to fulfill 30 credits for program completion.

Fieldwork Requirements

Fieldwork is required for all MA HD students. Fieldwork includes study and learning that consists of practical and applied activities completed outside of the classroom or typical learning environment. Students will observe, practice, critically reflect upon and evaluate ongoing practices and emergent issues at their fieldwork/internship site. Each student must engage in 45 hours of service at an approved fieldwork/internship site during the term or semester they are enrolled in the fieldwork course.

Thesis Requirements

The master's thesis in the Human Development program at Pacific Oaks College serves as a culminating scholarly project that demonstrates a student's ability to integrate theory, research, and practice in addressing a significant issue related to human development. Through original inquiry, students critically examine topics aligned with their academic and professional interests, contributing to the field while reflecting Pacific Oaks' values of social justice, cultural humility, and transformative education.

To support successful completion of the thesis, students enroll in a sequence of dedicated thesis courses. These courses provide structured guidance in developing a research topic, conducting a literature review, selecting appropriate methodologies, and producing a final written thesis that meets academic and program standards.

Six credits of thesis are required: Ground programs: HD 688A - Thesis Cohort A* (ground programs) (3) and HD 688C - Thesis Cohort: Project* (ground programs) (3). Online programs: HD 677A Thesis Proposal (online program) (2), HD 677B Thesis Research Design (online program) (2), and HD 677C Thesis Completion (online program) (2). Students who do not complete their thesis by the end of HD 688C (ground) or HD677C (online) are required to enroll in HD 699C Thesis/Project Continuation (0) until the Thesis Committee formally grants approval.

Residence Requirement

Students must fulfill all degree requirements through courses offered at Pacific Oaks College.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar

Graduation requirements

Students are required to submit the Petition for Degree Completion and fee to the Registrar's Office the semester before they anticipate completing their degree requirements. Students must submit the application, settle all outstanding debts with the Student Accounts Office, satisfy any contingencies, and be in good standing in their program for the master's degree to be awarded. Please note that the thesis must be submitted and approved by the Librarian to participate in Hooding and Commencement ceremonies.

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

Core Curriculum

- HD 507 - Developmental Themes and Transformation Across the Lifespan 3 credit(s)
- HD 543 - Interpersonal Communication Skills 3 credit(s)
- HD 562 - Advanced Studies in Diversity and Anti-Bias issues 3 credit(s)
- HD 604 - Praxis: An Ecological Systems Approach 3 credit(s)
- HD 671 - Leadership & Application: Fieldwork/Internship 3 credit(s)

Thesis Track

Online program:

- HD 677A - Thesis Proposal (online program) 2 credit(s)
- HD 677B - Thesis Research Design (online program) 2 credit(s)
- HD 677C - Thesis Completion (online program) 2 credit(s)

Ground program:

- HD 688A - Thesis Cohort A* (ground programs) 3 credit(s)
- HD 688C - Thesis Cohort: Project* (ground programs) 3 credit(s)

Action Research Track

- HD 678A - Program Development 2 credit(s)
- HD 678B - Program Planning 2 credit(s)
- HD 678C - Program Evaluation 2 credit(s)

Areas of Specialization

Students in the MA in Human Development program must choose a specialization during the admissions process. The three program specializations build on the core theoretical and skill development of the core 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 off-campus locations will complete a designated specialization.

Early Childhood Education and Development

Leadership in Education and Human Services

Social Change

Early Childhood Education and Development

This specialization is designed for those who wish to increase their understanding of young children and enhance their skills in working with this age group. Courses focus on the Mastery/utilization of child- centered curricula, working with diversity in early childhood classrooms, and understanding the importance of social and cultural context to a child's development. The program is tailored towards candidates who have taken foundational coursework in Early Childhood Education or a related field or have prior experience working with children.

Requirements

Complete ALL core courses and nine (9) credits from the following Specialization Courses:

- HD 625 - Advanced Studies in Intervention Models in Early Childhood Education 3 credit(s)
- HD 631 - Play, Language and Literacy Development 3 credit(s)
- HD 642 - Modeling Family and Community Engagement 3 credit(s)

Leadership in Education and Human Services

This specialization is designed for students in leadership roles who

1. Work with adults in an administrative or supervisory capacity;
2. Work with parents or other adults in community, family, or social service settings; or
3. Work as teachers in a college class or in other adult Education settings.

Coursework will focus on developing collaborative leadership skills, Mastery of interpersonal communication skills, team building, and understanding the nuances of working with adults in a variety of human and social service occupations.

Requirements

Complete ALL core courses and nine (9) credits from the following Specialization Courses:

- HD 608 - Teaching Adults 3 credit(s)
- HD 616 - Leadership in Education and Human Services 3 credit(s)
- HD 555 - Conflict Resolution and Mediation 3 credit(s)

Social Change

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes, particularly so during national or global stress.

Students in this specialization will learn how to collaboratively design and implement change in an organization, school, or community, and in society at large by making processes more participatory. Storytelling, dreaming, the arts,

grant- writing, action research, the use of budgets and timelines, and autonomous community building are among the methods and mediums employed.

Requirements

Complete ALL core courses and nine (9) credits from the following Specialization Courses:

- HD 575 - Community: Spaces of Resiliency, Equity and Change 3 credit(s)
- HD 583 - Social Justice Pedagogy 3 credit(s)
- HD 585 - Democracy and Social Movements 3 credit(s)

Department of Marriage & Family Therapy

Master of Arts in Cultural and Family Studies

Locations

Pasadena, Online, and off-campus locations*

*The availability of off-campus locations depends on enrollment.

Total Credit Hours Required

31 credits

Maximum Allowable Transfer Credits

Transfer credit and waiver of courses are not acceptable in the MA Cultural and Family Studies program

Program Admissions Requirements

Program-Specific Admissions Requirements can be found here: Admissions Policies

Program Disclosures for Licensure

The MA in Cultural & Family Studies is not a clinical degree program and will not meet the educational requirements for CA BBS to apply for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC).

Tuition and Fees

Tuition and Fees for the College and individual programs can be found here: Tuition and Fees

Number of Admit Terms per Year

Pasadena: 3

- Fall
- Spring
- Summer

Program Overview and Philosophy

The MA in Cultural and Family Studies (MA CFS) at Pacific Oaks College is designed to enhance career opportunities and promote professional growth for individuals dedicated to understanding and supporting families within their cultural contexts. Grounded in social justice principles, this program prepares graduates to be culturally intelligent agents of change. The curriculum emphasizes the holistic development of individuals and families across the lifespan, equipping students with the knowledge and skills to address complex social and cultural issues. The program culminates in a Capstone Project, allowing students to synthesize and apply their learning in a meaningful way.

The MA in Cultural & Family Studies is not a clinical degree program and will not meet the educational requirements for CA BBS to apply for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC).

Program Delivery Modalities

The MA in Cultural & Family Studies Program delivery modality is in-person or online.

In-person/Hybrid

Full-time MA CFS students are expected to attend two courses per semester at the Pasadena campus. This format offers the experience of face-to-face professional theory and skill training. The third class uses a real-time videoconferencing application or software for class meetings that provides live interaction and training in how to conduct virtual meetings. This helps support a new skill set for providing online mental health services in professional clinical agencies and the private practice community. Part-time students' schedule will vary per semester.

Expectations for Hybrid and Synchronous Online (live virtual) Format:

- Hybrid and Synchronous Online students are expected to have their camera on at all times. Reasonable exceptions to this requirement may be considered. Permission to be off camera must receive prior approval from the instructor.
- Students must participate in the course by using the chat feature or having the professor note participation through verbal engagement.
- Attendance, including late arrival or early exit, will be documented by the instructor and can affect the final grade, including potentially leading to not passing the class.
- Distracting noises or other environmental issues (such as walking around outside or speaking to others in the virtual area) will prevent students from receiving credit for class attendance.
- To participate, students must be sure to have stable internet access.

Program Learning Outcomes (PLO)

PLO 1: Demonstrate Effective Oral and Written Communication

Students will be proficient in oral and written communication, which are essential for professional success in Cultural and Family Studies. They will be able to articulate ideas clearly and persuasively in various formats, including reflection papers, research projects, and presentations. This competency ensures they can effectively convey complex concepts to diverse audiences.

PLO 2: Examine Cultural and Diversity Issues within the Field of Psychology and Family Studies

Students will develop a deep understanding of cultural and diversity issues, critically examining how these factors influence psychological and family dynamics. Through coursework and research, they will explore the impact of culture, ethnicity, gender, and socioeconomic status on individual and family behavior, preparing them to work effectively in multicultural environments.

PLO 3: Identify and Apply Current Research Methods

Students will be adept at identifying, analyzing, and applying current research methods relevant to Cultural and Family Studies. They will be equipped to conduct original research, evaluate existing studies, and utilize research findings to inform practice and policy. This outcome ensures they can contribute to the evidence base of the field.

PLO 4: Develop an Understanding of the Principles and Theories of Human and Family Development

Students will gain comprehensive knowledge of the principles and theories related to human and family development. They will learn how developmental processes affect individuals, couples, and family relationships across the lifespan. This understanding is crucial for implementing effective interventions and support strategies.

PLO 5: Develop Familiarity with Cross-Cultural Mores and Values

Students will become familiar with the mores and values of different cultures, understanding how these cultural frameworks shape behaviors, traditions, and family structures. This knowledge enables them to provide culturally sensitive and appropriate services to diverse populations, promoting respect and inclusion.

PLO 6: Use Critical and Creative Thinking, Skeptical Inquiry, and a Scientific Approach to Address Issues Related to Behavior and Mental Processes

Students will be trained to think critically and creatively, employing skeptical inquiry and scientific methods to solve problems related to behavior and mental processes. They will develop the ability to analyze situations from multiple perspectives, formulate evidence-based solutions, and challenge assumptions in the field.

PLO 7: Apply Psychological Principles to Individual, Interpersonal, Group, and Societal Issues

Students can apply psychological principles to a wide range of contexts, including individual, interpersonal, group, and societal issues. They will use their knowledge to address and resolve challenges faced by individuals and communities, enhancing well-being, and promoting positive change.

Program Specific Requirements

The Master of Arts in Cultural and Family Studies is a 31-credit graduate degree program that includes courses from the MFT program. The final component of the program is a Capstone Writing Project. A full-time student taking (3) three courses per semester will finish in four semesters. A part-time student taking (2) two courses per semester will complete the program in six semesters. This is a year-round program, including enrollment in summer. Attendance includes fall and spring 16-week semesters and a 12-week summer semester.

The MA in Cultural & Family Studies is not a clinical degree program and will not meet the educational requirements for CA BBS to apply for a license in Marriage and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC).

Residency Requirement

Students are expected to fulfill all degree requirements through courses offered at Pacific Oaks College.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar

Graduation Requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

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

Curriculum

MA in Cultural and Family Studies (Pasadena)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)
- MFT 645 - Group Therapy 2 credit(s)
- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 548 - Human Sexuality 1 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- CFS 650 - CFS Capstone Project 3 credit(s)

31 credits total

MA in Cultural and Family Studies (Online)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 677 - Culture, Attachment, and Trauma 3 credit(s)
- MFT 645 - Group Therapy 2 credit(s)
- MFT 533 - Clinical Theories of Child Development 3 credit(s)

- MFT 535 - Family Violence 2 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 548 - Human Sexuality 1 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- CFS 650 - CFS Capstone Project 3 credit(s)

31 credits total

CFS Capstone Writing Project

This capstone course is designed to guide students through a comprehensive review of the content domains covered throughout the Master of Arts in Cultural & Family Studies program. It provides an opportunity to synthesize and articulate the knowledge obtained during the degree progression by selecting multiple threads of inquiry and analyzing peer-reviewed, scholarly literature related to successfully completed coursework. The course requires informed library research and concise exposition.

In this capstone experience, students will write one of the following:

1. **Literature Review:** Conduct an in-depth literature review on a topic in Cultural and Family Studies or a related discipline.
2. **Journal Manuscript:** write a journal-length manuscript appropriate for submission to a professional psychology or related discipline journal.
3. **Grant Proposal:** Develop a detailed proposal for securing funding for a specific project or initiative.
4. **Needs Assessment:** Conduct an assessment to identify and analyze the needs of a specific population or community.
5. **Program Evaluation:** Design and implement an evaluation to measure the effectiveness of a program or intervention.

The capstone project allows students to demonstrate their mastery of the subject matter, showcasing their ability to conduct thorough research, critically evaluate literature, and present their findings in a professional and scholarly manner. This experience equips students with the skills needed for advanced professional practice and academic endeavors in Cultural and Family Studies.

Master of Arts in Marriage and Family Therapy

Locations

Pasadena, Online, and off-campus locations*

*The availability of off-campus locations depends on enrollment.

Total Credit Hours Required

60-68 credits

Maximum Allowable Transfer Credits

A maximum of 18 credits of graduate-level transfer credits can be accepted from an Institutionally accredited MFT program approved by the Board of Behavioral Sciences. Coursework from non-MFT programs may be considered, under unique circumstances, with the approval of the Chair. In all cases, official transcripts, course syllabi and a copy of the course catalog from the former program should be submitted to the admissions office at the time of application to be considered for transfer credits. Upon application to the MFT programs, the request for transfer credit review must be initiated, reviewed, and determined prior to enrollment in first semester courses.

Program Admission Requirements

Admissions Requirements can be found here: *Admissions Policies*

Tuition and Fees

Tuition and Fees for the College and Individual programs can be found here: Tuition and Fees

Program Disclosures for Licensure

Licensure Disclosure: For information on where Pacific Oaks College's meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

The MA in MFT programs satisfies all the requirements of SB 33 and the Board of Behavioral Sciences (BBS) (Business and Professions Code Sections 4980.36c, d e 4980.39, 4980.40, and 4980.41).

BPC Code

All the MFT programs prepare graduates to sit for the California MFT exams to earn a Marriage and Family Therapist License awarded by the California Board of Behavioral Science. Pacific Oaks MFT program coursework meets each of the following BBS requirements:

- Integrates Marriage and Family Therapy principles throughout the curriculum.
- Integrates the principles of mental health recovery- oriented care and methods of service delivery in recovery-oriented practice environments, among others, throughout the curriculum.
- Integrates an understanding of various cultures, the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery.
- Encourages students to develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Provides students with the opportunity to meet with various consumer and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.
- Meets the BBS curriculum requirements.

Number of Admit Terms per Year

MFT Traditional and MFT Trauma Specialization Ground Modality: Three admit terms per year

- Fall semester

- Spring semester
- Summer semester

MFT Specializations in African-American Family Studies, Latinx Family Studies, and LGBTQIA+ Studies: One admit term per year

- Fall semester

MFT Trauma Specialization Synchronous Online: Three admission terms per year.

- Fall semester
- Spring semester
- Summer semester

Program Overview and Philosophy

The MFT programs offer 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 programs' emphasis on intrapersonal, 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 mentored towards critically examining their own attitudes, beliefs, and values to become clinically skilled and culturally attuned therapists.

There are several options for the MA in Marriage and Family Therapy (MFT). In addition to the traditional MFT program, four specializations are available and include: Latinx Family Studies Specialization, African-American Family Studies Specialization, LGBTQIA+ Specialization, Trauma Studies Specialization, and Licensed Professional Clinical Counselor Specialization. Pacific Oaks' MA in MFT programs provide 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 clinical training. Graduates are prepared to consider issues of social justice, trauma within family and community systems and to explore how those factors directly impact family dynamics and the mental health of each family member.

The Marriage and Family Therapy Programs are unique Educational Master's programs for developing clinically skilled, culturally attuned marital and family therapists. The MFT programs offer a multidisciplinary, inclusive curriculum based on developmental and family systems theories and evidence-based theory 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.

Program Delivery Modalities

The Marriage and Family Therapy Program offers two delivery modalities, including in-person/hybrid (Pasadena-based) and fully synchronous online. These options are discussed below. The programs in both modalities are year-round, including summer. Attendance includes fall and spring 16-week semesters, and a 12-week summer semester.

In-person/Hybrid

Full time MFT students are expected, on average, to attend two courses per week at the Pasadena campus. This format offers the experience of face-to-face professional theory and skill training. The third class uses a real-time

videoconferencing application or software for class meetings that provides live interaction and training in how to conduct virtual meetings. This helps support a new skill set for providing online mental health services in professional clinical agencies and the private practice community.

Fully Synchronous Online

The School of MFT offers several Synchronous Online (live virtual) programs. In this modality, class meetings provide live interaction as well as training in how to conduct virtual meetings, which is a skill set for delivering online telehealth mental health services in professional agencies as well as in the private practice community. Synchronous virtual classrooms operate much like traditional classrooms, with set class meeting times and live discussions. In this modality, all classes will be scheduled in this manner, allowing for the flexibility to access classes wherever the student is located. Currently, Synchronous Online is offered for MFT Trauma Specialization, Latinx Family Studies, and African-American Family Studies.

Expectations for Hybrid and Synchronous Online (live virtual) Format:

- Hybrid and Synchronous Online students are expected to have their camera on at all times.
- Students must participate in the course by using the chat feature or having the instructor note participation through verbal engagement.
- Attendance, including late arrivals and early exits, will be documented by the instructor and can potentially lead to not passing the class.
- Distracting noises or other environmental issues (such as walking around outside, speaking to others in the virtual area) will prevent students from receiving credit for class attendance.
- To participate, students must be sure to have stable internet access.

Program Learning Outcomes (PLO)

The Program Learning Outcomes for the MFT program at Pacific Oaks are based upon the mandated competency requirements for the licensure as a Marriage and Family Therapist in the State of California. These 12 competencies are evaluated at a rudimentary level at the Admissions interview, after 16 hours of credit for course work in the First Year Review process, and comprehensively in the clinical training evaluation process through the three-semester practicum placement which serves as the capstone for the program.

- (PLO 1) Clinical Evaluation Skills to be able to identify clients' presenting problems; units of treatment; clients' history with relevant clinical issues; intrapersonal and interpersonal dynamics to identify patterns of behavior; assess possible substance abuse; assess clients' capacity to benefit from the therapeutic process; assess client's strengths and coping skills; and use DSM criteria to determine diagnoses.
- (PLO 2) Crisis Management Skills to be able to identify the nature of a crisis and action needed; observe and assess for indications of abuse, danger to self or others; manage mandated reporting requirements appropriately; develop and implement a safety plan with a client who is dangerous to self; evaluate a client's potential for self-destructive behavior; manage a client who is in imminent danger to reduce risk of harm to self; assess client's potential for danger to others; develop and implement a safety plan for a client who is a danger to others.
- (PLO 3) Treatment Plan Development and Theoretical Models to be able to articulate an understanding of a variety of theoretical models; identify stages of treatment and appropriate goals for each stage; formulate short term and long term treatment goals; recognize the need for referral for adjunctive services and identify appropriate referrals; demonstrate an awareness of the principles of systems theory.
- (PLO 4) Clinical Rapport Building demonstrated by good listening, empathy, and communication skills; demonstrate skills for coping with anxiety-producing situations by providing a safe environment by understanding the problem from the client's perspective; is in control of one's own emotions and assesses for trust in the therapeutic relationship; and is aware of and uses the impact of themselves on clients in treatment.

- (PLO 5) Clinical Treatment Intervention Skills demonstrated by the ability to utilize theoretically appropriate and client-specific clinical interventions; evaluate the treatment process by recognizing behavioral, emotional, and cognitive changes; modify the treatment process by monitoring therapeutic progress; evaluate client's coping skills to determine the timing of interventions and the introduction of emotionally laden issues; provide empathic feedback as client gains insight into their own behavior; identify patterns of resistance in therapy; develop a plan for termination with client to provide a transition from treatment.
- (PLO 6) Human Diversity Competency to be able to identify the issues of diversity which impact the therapeutic environment; recognize the impact of one's own gender, culture, ethnicity, age, and beliefs on the therapeutic process; provide an unbiased therapeutic environment when the client's values or beliefs are different from our own; apply treatment strategies consistent with the client's values and beliefs; identify emotional stress associated with discrimination.
- (PLO 7) Law Competency to be able to demonstrate knowledge of legal issues relevant to the therapeutic setting; adhere to legal statues related to the therapeutic setting; recognize and appropriately manage mandated reporting requirements; obtain client's (or legal guardian's) authorization for release to disclose or obtain confidential information; maintain the security of client therapy records;
- (PLO 8) Ethics Competency to be able to demonstrate knowledge of ethical issues arising in the therapeutic setting; inform clients of the parameters of confidentiality and conditions of mandated reporting; maintain appropriate therapeutic boundaries; recognize the impact of counter transference issues; identify personal reactions that could interfere with the therapeutic process; identify personal limitations that require outside consultation.
- (PLO 9) Personal Maturity and Interpersonal Skills demonstrated personal integrity, initiative, and motivation; personal attitude, capacity for self-reflection and self-awareness; oral communication skills; written communication skills.
- (PLO 10) Professional Documentation competency demonstrated by consistent maintenance of time and orderly paperwork, and adherence to college and agency policies.
- (PLO 11) Professional Behavior demonstrated by punctuality; responsible performance of assigned duties as determined by instructor or clinical supervisor; appearance appropriate to the educational and therapeutic setting; professional demeanor in relationships with professional colleagues, including communication skills and conflict management skills; and adherence to college/agency policies.
- (PLO 12) Use of Supervision/Teachers/Mentors as evidenced by seeking supervision and feedback when needed; comes prepared for consultation/supervision meetings; openly shares concerns and ideas with supervisor/teacher; demonstrates openness to feedback; uses supervisory/educational suggestions to make improvements.

The MFT programs include the following competencies:

The MFT training programs are keyed to the six professional areas of assessment for licensure as a Marriage and Family Therapist in California as defined by the California State Board of Behavioral Science. The twelve MFT PLOs are an expanded version of the BBS six areas of assessment of candidates for licensure.

- I. Clinical Evaluation Description: This area assesses the candidate's ability to identify presenting problems and collect information to assess clinical issues and formulate a diagnostic impression within the client's interpersonal and cultural context.
- II. Crisis Management Description: This area assesses the candidate's ability to identify, evaluate, and clinically manage crisis situations.
- III. Treatment Planning Description: This area assesses the candidate's ability to develop a complete treatment plan and prioritize treatment goals based on assessment, diagnosis, and a theoretical model.
- IV. Treatment Description: This area assesses the candidate's ability to implement, evaluate, and modify clinical interventions consistent with treatment plan and theoretical model.
- V. Ethics Description: This area assesses the candidate's ability to apply and manage ethical standards and principles in clinical practice to advance the welfare of the client.

- VI. Law Description: This area assesses the candidate's ability to apply and manage legal standards and mandates in clinical practice.
  (California Board of Behavioral Science)

Institutional Learning Outcomes

The College designates 3 Institutional Learning Outcomes to reflect the Meaning of Degree for all programs in the college. The Program Learning Outcomes of the MFT programs were aligned accordingly.

1. A Pacific Oaks graduate is able to engage authentically and effectively with widely diverse populations in a global environment.
2. A Pacific Oaks graduate combines professional knowledge with a respect for the unique values and experiences of the individuals and communities with whom they work to solve problems.
3. A Pacific Oaks graduate improves the profession through actions that advocate for social equity and serve the changing needs of diverse communities

Program-Specific Requirements

The MFT traditional program is a 60-credit graduate degree program. On ground attendance includes a 16-week fall and spring semester and a 12-week summer semester. A full time time student entering with 0 credits and successfully completing 9 credits per semester would complete the program in 8 semesters. Adding the LPCC specialization and/or any other MFT specialization could add 1-2 semesters to completion of the degree.

Course Prerequisites

The MFT programs are designed to offer the student a developmental approach to their learning. The course sequences are designed to integrate and build knowledge from preexisting coursework. Prerequisites for the program ensure the quality of your program/learning development and readiness for the practicum and advanced courses. Students are expected to meet the prerequisite requirements for their classes upon enrollment.

Selecting a Specialization

Students in the MFT program not only have the opportunity to complete their traditional curriculum but can also choose to specialize in areas unique to Pacific Oaks College. Students entering the traditional or trauma programs can change specializations after their first semester in areas of African-American Family Studies, Latinx Family Studies, Trauma and LGBTQIA+. Additionally, all students can also opt to add a Licensed Professional Clinical Counselor specialization by their final semester.

All new students who enter the MA in Marriage and Family Therapy will be enrolled in the same three core courses regardless of specialization including: MFT 507 Communication and Counseling Skills, MFT 522 Theories of Marriage and Family Therapy and MFT 555 Professional Ethics and the Law. Upon completion of these three courses, students can choose to change specializations or maintain their current enrollment. Students wishing to change their specialization will be directed to speak with their faculty advisor.

Practicum Specific Requirements

First Year Review

The MA in Marriage and Family Therapy is a clinical degree. In addition to academic performance, students are expected to demonstrate clinical readiness competencies in the following areas for consideration for readiness for advanced coursework and clinical training:

- Maturity
- Insightfulness
- Capacity for establishing appropriate boundaries
- Reflection
- Professionalism
- Empathy and Compassion
- Interpersonal and relational skills

After completing 15 credits and in good academic standing, each student will obtain First Year Review evaluations for the First Year Review from two MFT instructors of their completed courses.

Also, the MFT student will complete a self-evaluation on the above clinical readiness competencies. After the evaluations have been submitted, the student will meet with their Faculty Advisor to review their overall performance to date. The performance review includes both academic progress, professional behavior, clinical readiness, culture & diversity, along with the completion of a minimum of 18 hours of required personal therapy. After successful completion of this process, the student will be eligible to begin the process of clinical training preparation.

Academic Progress

- The student has demonstrated graduate-level mastery in their course work with a 3.0 minimum GPA.
- 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 an understanding of MFT theories, and Evidence Based practices, and their application.
- The student has completed all their assignments as required for the course, as outlined in the syllabus.
- The student has contributed to the learning environment of the class.

Professional Behavior

- The student has consistently demonstrated their capacity to behave responsibly and professionally in their student role, and in relation to their learning community.
- The student has demonstrated sound professional judgment.
- The student has demonstrated the capacity to be on time and meet deadlines.
- The student is respectful of the learning community and the ground rules.
- The student has demonstrated the capacity as a team member in the learning community.
- The student is one who honors their word.
- The student is one who is capable of responsible and respectable communication and openness to feedback.
- The student is ethical and accountable for their actions and their behavior in the classroom and in relation to their academic colleagues.
- The student is insightful, reflective, and compassionate.

Clinical Readiness

- The student has demonstrated a capacity for reflection and insight.

- The student has demonstrated an ability to empathize.
- The student has a solid grasp of their own process.
- The student has been capable of setting boundaries.
- The student can monitor their own behavior (self-monitoring).
- The student has demonstrated the capacity for intentional listening.
- The student has demonstrated the capacity for relational learning.

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 must demonstrate sufficient mastery in the following areas:

- The student demonstrated 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 their writing, discussions, and behavior, including the following characteristics:
    1. Capacity for insight, reflection
    2. Ability to listen effectively and empathically
    3. Openness to feedback and new ideas and situations
    4. Commitment to self-growth
    5. Professional behavior in the classroom

If the student does not meet all the requirements for First Year Review after completing a minimum of 15 credits, the advisor and Dean may recommend several options for the student, including but not limited to academic and non-academic remediation or program dismissal.

Self-Disclosure of Personal Information

Self-reflection, introspection, and the ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy, or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship at a school, or a supervising relationship in practicum.

First Year Review Coursework

PRE-REQUISITE COURSEWORK (MINIMUM 15 CREDITS)

Students must complete 15 of the required credits in the following courses before completing their First Year Review.

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)

- MFT 535 - Family Violence 2 credit(s)
- MFT 645 - Group Therapy 2 credit(s)

MFT Clinical Training Program

Practicum Requirement

The MFT programs are clinical programs. These programs have academic standards/requirements, clinical readiness, and professional competencies, in addition to in vivo clinical training. Each student will be evaluated for their clinical readiness via the **First Year Review** process.

The Marriage and Family Therapy (MFT) Program maintains relationships with clinics, county and community-based agencies, and schools throughout the greater Los Angeles area to provide students with extensive opportunities for supervised clinical training as an MFT Trainee. The College follows the guidelines and regulations outlined by the California State Board of Behavioral Sciences (BBS) to ensure students are prepared for licensure eligibility in California as a Marriage and Family Therapist. As part of the MFT program, you will gain supervised counseling experience in approved clinical settings and earn the minimum practicum requirement of 225 hours of the total 3,000 hours of experience required for the MFT license eligibility. Some of these BBS requirements are outlined below, and include but are not limited to:

The Board requires 3,000 hours of supervised professional experience and 104 weeks of supervision to qualify for MFT licensure. --Statutes and Regulations cited: B&P Code Section 4980.43; CCR Section 1833
Trainees cannot work in a private practice setting. --Statutes and Regulations cited: B&P Code Section 4980.43; CCR Section 1833 (https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=BPC§ionNum=4980.43.)

According to the BBS, a Trainee can only count hours of experience if both requirements are met: (1) the student must have completed at least 12 semester or 18 quarter credits in a qualifying MFT degree program. (2) The Trainee must have a written agreement between the school and each work site that details each party's responsibilities, including the methods by which supervision shall be provided.

The clinical training process is developmental and has four major steps, (1) Completion of Personal Therapy Hours, (2) Completion of First Year Review, (3) Pre-practicum Courses, and (4) Practicum Courses. Each step and its components/requirements must be completed before moving on to the next steps of the clinical training process.

(1) Completion of Personal Therapy Hours

All Pacific Oaks MFT students must complete 36 hours of personal therapy with a licensed mental health professional (LMFT, LCSW, LPCC, Licensed Psychologist, Licensed Psychiatrist). A student can also meet with an unlicensed Associate or Psychological Assistant supervised by a licensed mental health professional. Hours gained in this manner must be cosigned by the licensed professional. Hours may be counted from the time of enrollment in the MFT program at Pacific Oaks College. Personal therapy hours will be documented on the Personal Therapy Verification Form and submitted to the Clinical Training office.

A minimum of 18 hours must be gained through individual therapy. The remaining 18 hours can be individual, group, couples, or family therapy, or a combination thereof.

Note: Of the 36 hours, at least 18 hours of personal therapy must be completed before practicum training begins.

(2) First Year Review Process- Students are expected to demonstrate clinical readiness competencies (as outlined in each course's SLOs) that cover the following areas:

1. Maturity

2. Insightfulness
3. Capacity for establishing appropriate boundaries
4. Reflection
5. Professionalism
6. Empathy and Compassion
7. Interpersonal and relational skills

After completing 15 credits, students will complete the First Year Review, which includes a Self-Evaluation and First-Year Review Evaluations from two previous instructors. These results will be reviewed in a meeting with their Faculty Advisor to receive feedback on their overall performance to date. At the end of this process, the Faculty Advisor will sign a First Year Review Validation form forwarded to the Clinical Training Office indicating approval to move forward in the practicum process.

(3) Pre-Practicum Courses- To assist students with moving through the clinical training preparation process, students will take two courses designed to guide students step-by-step. Every MFT student must complete these two courses which serve as prerequisites for moving forward to placement in Practicum sites. These two courses formalize already required non-academic program graduation requirements, such as Clinical Training Orientation, personal therapy hours, first year review, etc. The two online courses are: (1) MFT 600 Clinical Training Orientation, and (2) MFT 605 Pre-practicum and Professionalism in the Field. Both courses will follow the 16-week model for Fall and Spring, 12 weeks for Summer, and will require some in-person meetings as scheduled by the Clinical Training Coordinator/Course Instructor. These two courses are both zero credits and will be graded on a credit/no credit basis. Students MUST receive credit in these courses to continue with the clinical training process, including starting at a practicum site required to register for the MFT 626 Practicum 1 course.

(4) Practicum Courses

Enrollment in each of the three practicum courses is required by the BBS while the student earns their mandatory clinical training hours. Practicum class grades are based on the student's classroom activities/assignments and their clinical training requirements. Students must complete a minimum of 225 face-to-face clinical traineeship hours (minimum of 280 face-to-face hours for LPCC) during a 10-12-month training commitment at an approved site as part of their master's degree requirements. The traineeship experience is to be completed concurrently and while enrolled in the following classes:

- MFT 626-Practicum I
- MFT 628-Practicum II
- MFT 667-Practicum III: Clinical Portfolio

The above three classes fulfill the BBS requirements of being enrolled in a practicum course while collecting hours as a trainee. If a student has not earned a total of 225 BBS clinical training hours (280 for LPCC) while enrolled in these courses one of the following will apply:

(1) If the student has completed fewer than 185 of their 225 total hours, they must enroll in MFT 685-Practicum Continuation to complete their clinical training requirement.

(2) If the student has completed 225 hours but has not completed the contract with the training site or simply wishes to continue seeing clients and accruing hours until graduation, the student must enroll in MFT 685-Practicum Continuation as per BBS regulations.

Additional Requirements for Successful Completion of Clinical Training

1. Students must be in Satisfactory Academic Standing with the college.
2. Successful completion of MFT 626, MFT 628 and MFT 655 courses, which also requires satisfactory progress at agency site, as documented per semester, by the agency clinical supervisor on file. Satisfactory

evaluations from the clinical supervisor at the clinical placement site at the end of each semester or when course requirements are completed.

3. Satisfactory completion of all the clinical training requirements as a Marriage and Family Therapist Trainee as outlined by the California Board of Behavioral Sciences and as mandated by the Pacific Oaks MFT program requirements in the Marriage and Family Therapy Department.
4. Submission of copies of:
    a. MFT Responsibility Statement for Supervisors (BBS form)
    b. MFT Weekly Summary of Hours of Experience (BBS Form)
    c. MFT Experience Verification (BBS Form) C/ Responsibility Statement for Supervisors of a MFT trainee or Intern (BBS Form)
    d. MFT Trainee Practicum Evaluation Form
    e. Personal Therapy Hours Verification Form (to document remaining 18 hours)

Resources: Licensure and Professional Websites

- California Board of Behavioral Sciences (BBS): www.bbs.ca.gov
- California Association for Marriage and Family Therapists (CAMFT): www.camft.org
- American Association for Marriage and Family Therapy (AAMFT): www.aamft.org

Residency Requirement

The MFT degree is a minimum 60-credit program, and students must fulfill a minimum of 42 credits of all degree requirements through courses offered at Pacific Oaks College. A maximum of 18 approved graduate level transfer credits can be transferred in to complete the required 60 credits for the degree. Courses taken concurrently at another institution while enrolled in the MA MFT programs at Pacific Oaks College are not transferable for credit.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar.

Graduation Requirements

Students are required to complete the allocated number of credits for their MFT program of study, 60-68 credits, complete 225 practicum hours or 280 practicum hours for the LPCC specialization and complete 36 hours of personal psychotherapy hours to meet graduation requirements. The student subsequently can submit the Petition for Degree Completion and fee to the Office of the Registrar the semester before they anticipate completion of their degree requirements. Students must also settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies and be in good standing in their program for the master's degree to be awarded.

A cumulative grade point of 3.0 is required for graduation.

Curriculum

MFT Traditional Program Requirements: 60 credits

Foundation Courses (12 credits)

- MFT 525 - Interface of Society and Human Development 3 credit(s)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)

Core Courses (40 credits)

- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 625 - Clinical Skills in Family Therapy 3 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 640 - Couples Therapy 2 credit(s)
- MFT 645 - Group Therapy 2 credit(s)
- MFT 653 - Cross-Cultural Mores and Values 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 660 - Trauma and Recovery 3 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Areas of Specialization

Master of Arts in Marriage and Family Therapy 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 marriage 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. The faculty consist of mental health specialist and academics with intimate knowledge and experience of the African-American community's mental health needs. The program is open to all students who wish to specialize in serving the mental health needs of African-American Families and communities.

Curriculum

MFT African-American Family Studies Specialization Program (62 credits)

Foundation Courses (15 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)
- MFT 615 - African American History and Culture 3 credit(s)

Core Courses (39 credits)

- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 616 - African American Family and Child 3 credit(s)
- MFT 617 - African American Families, Historical Trauma and Recovery 2 credit(s)
- MFT 618 - African American Psychology 3 credit(s)
- MFT 619 - African American Community Resources & Advocacy 1 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Master of Arts in Marriage and Family Therapy Latinx Family Studies Specialization

The Latinx Family Studies (LFS) program is a unique "culture centered cohort" that utilizes the strengths of the Latinx culture to inform its process of educating Master level MFT students. The program seeks to develop culturally attuned marriage and family therapists with a deep respect for Latinx cultural values, social justice, and advocacy on behalf of all children and families.

The LFS program emphasizes a cultural/ developmental/relational framework in marriage and family therapy as well as a special emphasis on the diverse mental health needs of Latinx children and families. The educational experience of the 'Comadre-Compadre' Cohort model is used as a model of education and is culturally transformational; it is an intensely dynamic, intellectually relevant process. Faculty and students make up a learning community that attempts to replicate "la familia,". This educational program uniquely challenges both the personal and professional development of all its participants.

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

The core values of the LFS Specializations assert that culture, history, family, and race are integral components in understanding mental health issues and practice and are the foundation for the construction of the cohort experience

Curriculum

MFT Latinx Family Studies Specialization Program (62 credits)

Foundation Courses (15 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)
- MFT 610 - Latinx History and Culture 3 credit(s)

Core Courses (39 credits)

- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)

- MFT 611 - Latinx Family Systems 3 credit(s)
- MFT 612 - Latinx Families, Historical Trauma and Recovery 2 credit(s)
- MFT 613 - Latinx Psychology 3 credit(s)
- MFT 614 - Latinx Community Resources and Advocacy 1 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Master of Arts in Marriage and Family Therapy Trauma Studies Specialization

As a school dedicated to the mental health profession, Pacific Oaks College Marriage and Family Therapy Department cannot ignore the prevalence of trauma experiences. Trauma comes in many forms and can lead to an array of mental health concerns and conditions. Empirical studies agree that the prevalence of traumatic experiences continues to increase across many groups. These experiences manifest themselves in many ways from PTSD and Anxiety to Depression and Suicidality.

The Trauma Studies Specialization is 61 credits. The program integrates the standard MFT courses with the Trauma studies specialization MFT courses with an emphasis on developing in- depth understanding of trauma in the mental health field. Students will engage as a learning community in the classroom and in their training sites to foster their professional development and clinical skills in trauma work. The program forms an intimate community that engages students to address not only the clinical aspects of trauma studies, but the sociopolitical underpinnings of society that influence the incidence of violence and toxic stress and how this is addressed in our society. The Trauma Studies Specialization is an option for students who are in any of the MA in MFT programs. It is open to all students who desire a rigorous academic program that provides substantial exploration, understanding and praxis of trauma, mental health, and social justice.

Curriculum

MFT Trauma Studies Specialization Program (61 credits)

Foundation Courses (9 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)

Core Courses (32 credits)

- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)

- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 625 - Clinical Skills in Family Therapy 3 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 645 - Group Therapy 2 credit(s)
- MFT 620 - Gerontology 2 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Trauma Studies Specialization Courses: (12 credits)

- MFT 671 - Complex Trauma and Recovery 3 credit(s)
- MFT 673 - Historical Trauma 2 credit(s)
- MFT 677 - Culture, Attachment, and Trauma 3 credit(s)
- MFT 680 - Immigration Trauma 2 credit(s)
- MFT 682 - Military Trauma and the Family 2 credit(s)

Master of Arts in Marriage and Family Therapy LGBTQIA+ Studies Specialization

The Marriage and Family Therapy master's degree program with a specialization in LGBTQIA+ Studies at Pacific Oaks College equips graduates with broad preparation in marriage and family therapy as well as an emphasis on the needs of LGBTQIA+ adults, children, and families. It is designed to familiarize students with the cultural, historical, sociological, and psychological processes that occur in and impact the LGBTQIA+ Community and equips the student to be able to provide affirming mental health services to the LGBTQIA+ Community.

The MA in MFT programs satisfies all the requirements of SB 33 and the Board of Behavioral Sciences (BBS) (Business and Professions Code Sections 4980.36c, d e 4980.39, 4980.40, and 4980.41).

The MFT programs prepare graduates to sit for the California MFT exams to earn a Marriage and Family Therapist License awarded by the California Board of Behavioral Science. Pacific Oaks MFT program coursework meets each of the following BBS requirements:

- Integrates Marriage and Family Therapy principles throughout the curriculum.
- Integrates the principles of mental health recovery- oriented care and methods of service delivery in recovery-oriented practice environments, among others, throughout the curriculum.

- Integrates an understanding of various cultures, the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual's mental health and recovery.
- Encourages students to develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
- Provides students with the opportunity to meet with various consumer and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery.

Curriculum

MFT LGBTQIA+ Studies Specialization Program (60 credits)

Foundation Courses (12 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Core Courses (30 credits)

- MFT 533 - Clinical Theories of Child Development 3 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)

LGBTQIA+ Specialization Courses (10 credits)

- MFT 656 - LGBTQIA+ History and Historical Trauma 3 credit(s)
- MFT 657 - LGBTQIA+ Family Systems 3 credit(s)
- MFT 658 - LGBTQIA+ Psychology 3 credit(s)
- MFT 662 - LGBTQIA+ Community Resources and Advocacy 1 credit(s)

Master of Arts in Marriage and Family Therapy Licensed Professional Clinical Counselor Specialization

Students wishing to qualify, in addition to their MFT registration, as a Professional Clinical Counselor (PCC) in the state of California, may do so via selection of the LPCC Specialization, which include the following courses, totaling 5 credits: MFT 670 Career Development Theories and Techniques (3 credits); MFT 681 Advanced Topics in Addictions Counseling (1 credit); and, MFT 683 Advanced Topics in Psychopharmacology (1 credit). The courses in the Masters in Marriage and Family Therapy program fulfill all the course requirements to apply to sit for the LPCC exam, except for these five credits of coursework which must be added to the MFT courses. The LPCC Specialization also requires additional Clinical Contact Hours in Practicum placement of a minimum of 280 client contact hours. These 280 hours are inclusive of the MFT 225 hours requirement, allowing for students to count both for registration in California as associates.

Additional LPCC Courses

- MFT 670 - Career Development Theories and Techniques 3 credit(s)
- MFT 681 - Advanced Topics in Addictions Counseling 1 credit(s)
- MFT 683 - Advanced Topics in Psychopharmacology 1 credit(s)

MFT Dual Specializations

MFT with a Dual Specialization in African-American Family Studies and Trauma Studies (68 credits)

Foundation Courses (15 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)
- MFT 615 - African American History and Culture 3 credit(s)

Core Courses: (33 credits)

- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)

- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 616 - African American Family and Child 3 credit(s)
- MFT 618 - African American Psychology 3 credit(s)

Practicum Courses: (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Trauma Studies Specialization Courses: (12 credits)

- MFT 671 - Complex Trauma and Recovery 3 credit(s)
- MFT 617 - African American Families, Historical Trauma and Recovery 2 credit(s)
- MFT 677 - Culture, Attachment, and Trauma 3 credit(s)
- MFT 680 - Immigration Trauma 2 credit(s)
- MFT 682 - Military Trauma and the Family 2 credit(s)

MFT with a Dual Specialization in Latinx Family Studies and Trauma Studies (68 credits)

Foundation Courses (15 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)
- MFT 610 - Latinx History and Culture 3 credit(s)

Core Courses (33 credits)

- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 535 - Family Violence 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)

- MFT 635 - Psychopharmacology 2 credit(s)
- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 611 - Latinx Family Systems 3 credit(s)
- MFT 613 - Latinx Psychology 3 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Trauma Studies Specialization Courses: (12 credits)

- MFT 671 - Complex Trauma and Recovery 3 credit(s)
- MFT 612 - Latinx Families, Historical Trauma and Recovery 2 credit(s)
- MFT 677 - Culture, Attachment, and Trauma 3 credit(s)
- MFT 680 - Immigration Trauma 2 credit(s)
- MFT 682 - Military Trauma and the Family 2 credit(s)

MFT with a Dual Specialization in LGBTQIA+ Studies and Trauma Studies (67 credits)

Foundation Courses (12 credits)

- MFT 507 - Communication and Counseling Skills 3 credit(s)
- MFT 508 - Personality Theories and Psychological Testing 3 credit(s)
- MFT 522 - Theories of Marriage and Family Therapy 3 credit(s)
- MFT 525 - Interface of Society and Human Development 3 credit(s)

Core Courses (27 credits)

- MFT 535 - Family Violence 2 credit(s)
- MFT 545 - Substance Use, Co-Occurring Disorders and Addiction 2 credit(s)
- MFT 553 - Human Sexuality 2 credit(s)
- MFT 555 - Professional Ethics and the Law 2 credit(s)
- MFT 570 - Evidence Based Practice 3 credit(s)
- MFT 571 - Psychopathology of Adulthood 3 credit(s)
- MFT 575 - Child Adolescent Therapy 3 credit(s)
- MFT 580 - Research Methods and Critical Analysis 3 credit(s)
- MFT 620 - Gerontology 2 credit(s)
- MFT 635 - Psychopharmacology 2 credit(s)

- MFT 665 - Clinical Skills in Group and Family Therapy 3 credit(s)

Practicum Courses (8 credits)

- MFT 600 - Clinical Training Orientation (0 credits, online)
- MFT 605 - Pre-Practicum and Professionalism in the Field (0 credits, online)
- MFT 626 - Practicum I 3 credit(s)
- MFT 628 - Practicum II 3 credit(s)
- MFT 667 - Practicum III: Clinical Portfolio 2 credit(s)
- MFT 685 - Practicum Continuation (0 credits, if needed)

Trauma Studies Specialization Courses (10 credits)

- MFT 671 - Complex Trauma and Recovery 3 credit(s)
- MFT 677 - Culture, Attachment, and Trauma 3 credit(s)
- MFT 680 - Immigration Trauma 2 credit(s)
- MFT 682 - Military Trauma and the Family 2 credit(s)

LGBTQIA+ Specialization Courses (10 credits)

- MFT 658 - LGBTQIA+ Psychology 3 credit(s)
- MFT 656 - LGBTQIA+ History and Historical Trauma 3 credit(s)
- MFT 657 - LGBTQIA+ Family Systems 3 credit(s)
- MFT 662 - LGBTQIA+ Community Resources and Advocacy 1 credit(s)

Department of Social Work

Bachelor of Social Work

Total Credit Hours Required

120 credits

Maximum Allowable Transfer Credits

87 credits

Program Admissions Requirements

Admissions Requirements can be found here: Admissions Policies

Bachelor of Social Work Admissions Requirement Updated

1. Completion of Pacific Oaks College Transfer Credit Evaluation (PO Transfer Specialist)

2. Updated Resume
3. Official Transcript(s)
4. BSW Program Admissions Personal Statement Questions: As part of your application to the Bachelor of Social Work (BSW) program at Pacific Oaks College, you must submit a personal statement that is well-organized, clearly written, and 3 to 5 pages in length (double-spaced, 12-point font, 1-inch margins). This statement helps the Admissions Committee understand your motivation, readiness, and alignment with the core values of the social work profession.

Please answer thoughtfully all of the following questions:

Motivation for Social Work

- What inspired you to pursue a career in social work?
- When did you first become interested in this field, and why?

Life and Learning Experiences

- Share any personal, academic, or professional experiences that shaped your desire to become a social worker.
- How have these experiences prepared you for work in diverse communities?

Understanding of Social Work Values and Ethics

- Describe your understanding of the social work profession's values and ethical principles.
- How do these values align with your own?

Commitment to Diversity, Equity, and Inclusion

- Discuss your perspective on working with individuals and groups from diverse backgrounds.
- How have you demonstrated commitment to equity and inclusion in your personal or professional life?

Career Goals

- What are your short- and long-term social work goals?
- How will a BSW from Pacific Oaks College help you achieve these goals?

Challenges and Resilience

- Reflect on any obstacles or hardships you have faced.
- How have you overcome these challenges, and how have they influenced your path to social work?

Writing Quality

- Please ensure your personal statement uses proper grammar, structure, and clarity. Proofread your work carefully before submitting.

Interview with a member of the BSW Program Admissions Committee upon request.

Tuition and Fees

Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms per Year

Online: 3

- Fall Semester
- Spring Semester
- Summer Semester

Program Overview

The Pacific Oaks College Bachelor of Social Work Program (BSW) draws upon its unique context as an institution grounded in its social justice heritage with access to urban, rural, and international practice opportunities, with the purpose of preparing entry-level social work generalists who can provide culturally appropriate practices across diverse populations. The purpose of such preparation is to educate and train social work generalist professionals who will effectively promote social justice and who can ethically integrate the holistic competencies and dimensions as established by the Council on Social Work Education (CSWE) in a beginning- level social work practice. This foundation will foster the growth of practical wisdom and scientific inquiry, with an overarching purpose of enhancing the quality of life in their diverse communities, as culturally intelligent agents of change. The BSW program seeks to promote well-being, empower and invigorate communities, while supporting a community and family- centric models of service and learning. As a strength-based program, it aims to enhance protective factors designed to support recovery and resilience in individuals, families, groups, communities, and organizations. Grounded in social justice and equity frameworks, students learn how to engage effectively as they advocate for change in traditionally underserved communities. As with most of our other bachelor's degree programs, Field Education is an integral part of the BSW degree program. Field placements within the professional curriculum provide students with multiple opportunities to develop and apply social work knowledge and skills, which lead directly to the mastery of professional competencies.

Program Learning Outcomes (PLO)

- PLO/CSWE Competency 1: Demonstrate Ethical and Professional Behavior
- PLO/CSWE Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- PLO/CSWE Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- PLO/CSWE Competency 4: Engage in Practice-informed Research and Research-informed Practice
- PLO/CSWE Competency 5: Engage in Policy Practice
- PLO/CSWE Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- PLO/CSWE Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- PLO/CSWE Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- PLO/CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Program-Specific Requirements

This is a 120-credit degree program. It includes 46 credits of general education courses, 35 credits of lower and upper-division general electives, and 39 credits of upper-division Social Work major core courses. Students must demonstrate that they have successfully completed the program with a grade of "C" or better in all core/elective specialization courses.

Prior to enrolling in the Social Work core courses, students must successfully complete PSY 103 Developmental Psychology, STATS 235 Integrated Statistics, and RESM 235 Research Methods for Social Sciences with a grade of C or better (grades of C- or below will not be accepted). Students must also earn a grade of C or better in all BSW core

courses. A grade of C- or below will not satisfy program requirements, and the course must be retaken before the student may progress in the program.

The BSW program is housed in Pacific Oaks College's Department of Social Work alongside our Council on Social Work Education accredited Master of Social Work program. See CSWE Accreditation Statement below.

BSW in Social Work Credit Requirements

46 General Education Credits
35 General Elective Credits
39 Upper-Division core Credits

120 Credits Total

Fieldwork Requirements

The primary goal of the BSW Field Education Program is the development of competent, beginning generalist BSW social workers who demonstrate a reflective and self-evaluative practice guided by professional values of human dignity and social justice.

Field Education is the signature pedagogy of social work training and is often referred to as the "heart of social work education." The purpose of the BSW Field Education Program is to enable students to receive structured preparation in the discipline of social work practice. By placing BSW students in actual settings under the experienced guidance of CSWE-approved Field Instructors, students have the opportunity to develop essential social work competencies as they incorporate a solid academic foundation that is seated within rigorous social justice values, and skills. Research demonstrates that students consistently remember their field experience as the most important aspect of their social work education, and a meaningful relationship with their field supervisor is essential for their growth as social workers.

BSW students will complete a minimum of 400 hours of supervised experience at an approved in-person field education placement. BSW Students are required to participate in online weekly field seminars and practicum courses. The BSW Field Education Director and Field Education Professors support the applied learning and integration of knowledge and skills within a theoretical base for students.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar

Delivery Format

Online

Certification

None

Career Outcomes

Career outcomes aligned with social work are directly tied to the type of level a practitioner chooses to focus on including: "Social work practice can take place at the micro, mezzo, or macro level. Micro social work is a practice that concentrates on the individual and family levels as clients. Mezzo social work connects clients or groups that fall between the individual and the community, such as neighborhoods, task forces, and support groups in creating additional partnerships. Macro's social work is focused on driving change in community systems, institutions, and larger group units, commonly through government or other non-profit agencies. Mezzo social work is focused on groups that fall between the individual and the community, such as neighborhoods, task forces, and support groups. These levels refer to the scale of the systems being analyzed in each type of practice and are complementary to one another; as a result, there can be considerable overlap between the micro, mezzo, and macro levels of social work practice (Karls & O'Keefe, 2008)(socialworkguide.org)."

A Bachelor of Social Work (BSW) degree is one of the most useful and flexible degrees one can obtain in the human services sector. With this degree, BSW graduates may pursue positions with the following titles: (humanservicesedu.org):

- Behavioral Management Aide
- Case Manager (social services, health/mental health, housing, legal settings, etc.)
- Community Outreach Worker
- Early Intervention
- Home Visitation Worker
- Residential Counselor
- Human Services Worker
- Human Resources
- Parent Educator
- Probation Officer
- Juvenile Court Liaison
- Rehabilitation Case Worker
- Social Services Eligibility Worker
- School Social Work

Prospective Student

The Pacific Oaks College BSW program operates in an accelerated online modality, therefore prospective students should be willing to engage in online coursework, have internet access and a computer. Students looking to complete their bachelor's degree or transferring from a community college are also ideal candidates. Individuals seeking to pursue a generalist macro (i.e., policy change and program implementation) or micro (case management, care coordinator, healthcare/discharge social work) curriculum may be attracted to the benefits in acquiring this generalist Social Work degree. Prospective students benefit from preparing for their participation in Field Education. Preparation involves creating a schedule for how you will incorporate Field Education, comprised of earning either 96 field education hours for course SW120, and 112 field education hours for courses SW450, SW470 and SW480 per course, into your schedule.

Accreditation Statement

Pacific Oaks Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE). This accreditation is a testament to our commitment to providing a high-quality education in social work. Our CSWE accreditation represents our BSW program's dedication to preparing our BSW students with the knowledge and skills needed to excel in the social work profession and is a symbol of our program's excellence and adherence to the highest standards of education and practice.

An accredited program has sufficient resources to meet its mission and goals and demonstrate compliance with all sections of the 2022 Educational Policy and Accreditation Standards (EPAS). Accreditation applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

Curriculum - 120 credits

General Education Requirements - 40 credits

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

- ENG 101 - English Composition I 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- COM 150 - Effective Communication 3 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course from each:

Arts

- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- LIT 300 - Introduction to Literature 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)

Social and Behavioral Sciences (9 credits required)

Required

- PSY 101 - Introduction to Psychology 3 credit(s)

- PSY 105 - Abnormal Psychology 3 credit(s)

Choose One

- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course from Physical Science and one course from Biological Science course:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- NUTR 100 - Human Nutrition 3 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- BIO 100L - Introduction to Biology Lab 1 credit(s)

Required Prerequisites: 6 credits

- PSY 103 - Developmental Psychology 3 credit(s)
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)

General Electives: 35 credits

Choose from courses listed below

- ACC 201 - Principles of Accounting 3 credit(s)
- ACC 202 - Principles of Management Accounting 3 credit(s)
- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- CIV 101 - Civic Engagement 1 credit(s)
- CP 301 - Introduction to Community Psychology 3 credit(s)
- CP 410 - Community Mental Health 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- ECE 320 - Creating Inclusive Learning Environments 3 credit(s)
- ECE 361 - Child, Family, and Community Partnerships in Early Childhood Education 3 credit(s)
- ECE 390 - Diversity, Equity & Social Justice in ECE 3 credit(s)
- ECE 416 - Separation, Deployment Trauma, and Early Development 3 credit(s)

- ECE 419 - Parent Incarceration and Its Impact 3 credit(s)
- ECO 201 - Macroeconomics 3 credit(s)
- ECO 202 - Microeconomics 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- GEN 299 - Portfolio Development and Assessment
- HD 335 - Human Development: The Elder Years 3 credit(s)
- HD 341 - Communication for Empowerment 3 credit(s)
- HD 361 - Social and Political Contexts of Human Development 3 credit(s)
- HD 363 - Education for Critical Consciousness 3 credit(s)
- HD 364 - Community as a Context for Development 3 credit(s)
- HD 380 - Children's Autobiographical Narratives as Social Justice Curriculum 3 credit(s)
- HD 381 - Human Development and Social Change 3 credit(s)
- HD 412 - Working with Children and Families in A Diverse World 3 credit(s)
- HD 475 - Arts and Social Change 3 credit(s)
- MATH 160 - Quantitative Reasoning 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s)

Core Courses (39 credits)

- SW 110 - Introduction to Social Work & Social Work Institutions 3 credit(s)
- SW 120 - Introduction to Social Work Experience (Practicum) 3 credit(s)
- SW 130 - Social Work Generalist Methods I 3 credit(s)
- SW 210 - Social Work Practice & Human Behavior in the Social Environment I 3 credit(s)
- SW 230 - Social Work Generalist Methods II 3 credit(s)
- SW 310 - Mapping Communities 3 credit(s)
- SW 320 - Psychology of Culture, Power, and Inequality 3 credit(s)
- SW 350 - Social Work Practice & Human Behavior in the Social Environment II 3 credit(s)
- SW 410 - Social Work Policy 3 credit(s)
- SW 430 - Principles of Field/Action Research 3 credit(s)
- SW 450 - Social Work Agency Experience (Practicum) 3 credit(s)
- SW 470 - Fieldwork I 3 credit(s)
- SW 480 - Capstone & Fieldwork II 3 credit(s)

Master of Social Work

Total Credit Hours Required

60 Credits

Maximum Allowable Transfer Credits

A maximum of 18 credits of graduate-level transfer credits can be accepted from an Institutionally accredited MSW program approved by the CSWE. Coursework from non-MSW programs may be considered, under unique

circumstances, with the approval of the Program Director. In all cases, official transcripts, course syllabi and a copy of the course catalog from the former program should be submitted to the admissions office at the time of application to be considered for transfer credits. Upon application to the MSW program, the request for transfer credit review must be initiated, reviewed, and determined prior to enrollment in first semester courses. Field education courses are ineligible for transfer credit.

Program Admissions Requirements

Program-Specific Admissions Requirements can be found here: Admissions Policies

Master of Social Work Admissions Criteria at Pacific Oaks College

All prospective candidates for the Master of Social Work (MSW) degree program at Pacific Oaks College are required to submit the following documents and materials to be considered for admission:

- Application for Admission (one application that grants simultaneous admissions to Pacific Oaks College and the MSW Program)
- Application Fee
- Résumé,
- Curriculum Vitae, or Work & Volunteer Summary Personal Statement
- Official transcript from an Institutionally accredited college or university showing date of bachelor degree conferral
- Two letters of recommendation; one reference must be from a professional source (e.g., supervisor, program or agency director).
- Verification of a minimum of 500 hours of any paid or unpaid (volunteering or internship) work with a diverse, vulnerable population. (e.g., hospitals, mental health centers, advocacy programs, universities, training departments, treatment centers, churches, care facilities, social service agencies, non-profit organizations, etc.). May be included on resume or with a letter of reference from the supervisor.
- Proof of undergraduate statistics course

Note: Completion of undergraduate statistics is required with a grade of C or better. A grade of "C minus (C-)" does not meet this requirement. Interview with member of Pacific Oaks College Social Work Faculty Applicants who indicate English is not their primary language on their application and who do not have a conferred undergraduate degree from an accredited school where English is the primary language of instruction must provide one of the following as proof of English proficiency:

Official score report from the Test of English as a Foreign Language (TOEFL) showing a minimum cumulative score of 79 (score must be no more than 2 years old). Official score report for the International English Language Testing System (IELTS) with a minimum cumulative score of 6.5 (score must be no more than 2 years old). For additional acceptable forms of proof of English proficiency, please contact POinternational@pacificoaks.edu.

All applicants are required to pay the application fee. All personal statements must be a minimum of 500 words and a maximum of 1000 words to be acceptable. Personal statements that do not meet or that exceed length requirements will not meet minimum criteria. Personal Statements that do not respond to the required prompt will not meet minimum criteria. Applicants for the Master of Social Work degree program must respond to the following prompt in their Personal Statement: 1. Describe two challenges in your life you have experienced. Explain what those challenges mean to you and how those challenges will help you pursue your professional goals at Pacific Oaks College. Lastly, explain how you will contribute and uphold the Pacific Oaks mission and core values during your course work and professional development.

Applicants who have completed their undergraduate education at a foreign (non-U.S.) institution may be required to submit a foreign transcript evaluation along with their undergraduate transcript. Evaluations of international academic history must meet the following criteria to be acceptable: Official copies of foreign transcript evaluations may be accepted in lieu of original copies of transcripts if the transcript evaluation is received by Pacific Oaks College directly

from the evaluation service or provided to Pacific Oaks College by the applicant in an unopened/sealed envelope. The transcript evaluation must include: A detailed report (course-by-course evaluation), a U.S. degree equivalency, a U.S. Grade Point Average (GPA) equivalency, approved transcript evaluation agencies are: A verifiable current member of IEE, or A verifiable current member of AICES (Association of International Credential Evaluators, Inc.), or A verifiable current member of acceptable foreign transcript evaluation agencies approved by the State of California Commission on Teacher Credentialing**** Applicants who have not satisfactorily demonstrated completion of undergraduate statistics may still be given an offer of acceptance. In such cases, the applicant's offer of acceptance will be contingent upon completion of undergraduate statistics as a progression requirement at Pacific Oaks College.

Advanced Standing Option

Applicants who hold a bachelor's degree in social work from a Council on Social Work Education (CSWE)-accredited school of social work earned within the past five years are eligible to earn a Master of Social Work (MSW) degree in just 12 months through the MSW Program's advanced standing program. The advanced standing program is the process and mechanism through which applicants can bypass the first-year foundational requirements. Advanced standing students will earn the MSW degree full time in three semesters. Please refer to specific requirements in the Admissions Requirements section of this Catalog.

Tuition and Fees

Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies.

Basic Program Information

The Pacific Oaks College Master of Social Work Program (MSW) draws upon its unique context as an institution grounded in its social justice heritage with access to urban, rural, and international practice opportunities, with a purpose to prepare generalist social work practitioners who are capable of culturally appropriate practice across diverse populations. The purpose of such preparation is to educate and train MSW students who promote social justice and who can ethically integrate the holistic competencies and dimensions as established by Council on Social Work Education (CSWE) within a Generalist level of practice. This foundation fosters the growth of practical wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life in diverse communities as culturally intelligent agents of change.

The MSW program is designed to develop social workers who invigorate communities by utilizing community engagement and client centered models of service and learning. As a strengths-based program, the MSW program aims to enhance protective factors that support recovery and resiliency in individuals, families, groups, communities, and organizations. Grounded in social justice and equity frameworks, the MSW program recognizes the importance of supporting the development of effective advocacy skills for those who seek to elicit chance in traditionally underserved communities. The Pacific Oaks College MSW program is a 60-credit degree program. Consistent with social work and our other master's degree programs, MSW field education is an integral part of social work training. As the signature pedagogy, field placements within the professional curriculum provide students multiple opportunities to develop and apply knowledge and skills leading to a mastery of social work competencies. Students must complete 900 hours of supervised field education experience. Along with the field placement hours, the curriculum has 12 credits of field courses over four semesters. Students must complete the following, 450 field hours during their 1st year in the field; 450 field hours for their 2nd year equaling a total of 900 field hours. The student must complete these hours prior to graduation.

The MSW program is housed in Pacific Oaks College's Department of Social Work alongside our Council on Social Work Education-accredited Bachelor of Social Work program. Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation

Length of Program

Please refer to the program course and delivery section found here: Academic Calendar

Delivery Format

Online

Number of Admit Terms per Year:

Online: 3

- Fall I
- Spring I
- Summer I

Certification

None

Fieldwork Requirements

The MSW Program at Pacific Oaks College is proud to offer a quality field education experience to eligible MSW students. These opportunities help student interns develop CSWE professional competencies in the fundamental teachings around the Generalist Practice of social work through the micro, mezzo, and macro levels. Field education is the signature pedagogy of the social work profession. Additionally, social work is an applied profession that requires an emphasis on planned practice as a vital component of the educational process.

The Council on Social Work Education (CSWE), along with Pacific Oaks College & the MSW and Field Education Programs, require MSW students to complete field internships as a part of their curriculum. Generalist Practice students must complete 900 field hours during four semesters in a field internship under the supervision of a qualified field instructor and/or preceptor. Advanced standing MSW students (who have previously obtained a BSW) will spend 550 hours over a two-semester internship.

The internships are intended to offer students the opportunity to integrate and apply classroom learning to practice situations. Students are enrolled in a concurrent field internship and seminar course designed to develop the relationship between applying theory to practice.

Eligible MSW students must complete all prerequisite courses, maintain a cumulative grade point average of 3.0, and has no academic disciplinary actions; see prerequisite courses listed:

PREREQUITES FOR FIELD EDUCATION:

Students accepted into the MSW program must complete the required course of prerequisites to become eligible to apply for field education. Students must complete the courses outlined below:

- SW 505 Social Work Practice I - Individuals

- SW 510 Social Work Practice II - Families and Groups
- SW 515 HBSE I: Human Development - Change through the Life Course
- SW 535 Social Welfare Policy and Analysis
- SW 550 Child and Family Welfare
- SW 560 Clinical Social Work Practice (the course is taken during session II (1st year of field)

Advanced Standing (With a BSW Degree)

- SW 560 Clinical Social Work Practice
- SW 610 Social Work Practice III - Organizations and Community
- SW 630 Research II: Qualitative and Decolonizing Research Methods
- SW 635 Integrated Clinical Practice
- SW 645 Wellness and Sustainability
- SW 650 Advanced Generalist Practice
- SW 660 Program Management and Development (this course is taken during session II advanced field)

Career Outcomes

The social work profession is projected to grow by 6% through 2034, which is faster than the average for all occupations. In 2024, there were approximately 810,900 social work jobs, highlighting the significant scale of this vital profession. With the right credentials, your earning potential is strong, as licensed clinical social workers earn a median annual salary of $94,158. The greatest demand for social workers is in the mental health and healthcare sectors, offering clear paths for specialization. A Master of Social Work (MSW) and state licensure are the most important factors for advancing your career and increasing your salary.

What is the driving demand?

Two long-term forces are behind much of the growth. The first is population aging. As more older adults need help navigating health systems, long-term care, benefits, family support, and end-of-life planning, demand rises for healthcare and geriatric social workers. The second is the increased need for mental health and substance abuse services. More people are seeking support; employers and schools are paying closer attention to behavioral health, and healthcare systems are integrating social workers into care teams. This makes social work especially relevant in settings where emotional, medical, financial, and family stressors overlap. (Retrieved from www.research.com on July 6. 2026, "Social Work Job Outlook and Employment Trenda Through 2030").

National Association of Social Workers states, "You will need an MSW to become a Licensed Clinical Social Worker (LCSW). With this credential, you can provide one-on-one psychotherapy or deliver advanced clinical services. If you want to hold a program management or supervisory position in social work, or work in politics on social justice matters, an MSW is a degree you should earn." (Retrieved from www.socialworkers.org on April 5, 2020).

Potential careers with a MSW degree:

- Administration and Management
- Advocacy & Community Organizing
- Aging
- Child Welfare
- Developmental Disabilities
- Environmental
- Health Care

- International Social Work
- Justice and Corrections
- Mental Health and Clinical Social Work
- Mental Health and Substance Use Social Work
- Occupational & Employee Assistance Program (EAP) Social Work
- Policy & Planning
- Public Welfare
- Research
- School Social Work
- Licensed Clinical Social Worker
- Non-Profit Program Manager/Program Director/Executive Director
- Child & Family Services Supervisor
- Grant Writer
- Medical Social Worker
- School Social Worker
- Mental Health/Substance Abuse Counselor
- Policy Analyst

Prospective Student

This program is held in an accelerated online modality, therefore prospective students should be willing to engage in online coursework, have internet and access to a computer. Prospective students will need to choose between the Full-time 2-year (six semester) program or the Part-time 3-year (nine semester) program by the time of admission.

Disclaimer: Students who need to move from the Full-time program to the part-time program due to personal circumstances may not be able to move back into the full-time program due to prerequisites, course sequences, etc.

Accreditation Statement

The Pacific Oaks Master of Social Work program is accredited by the Council on Social Work Education (CSWE). This accreditation is a testament to our commitment to providing a high-quality education in social work. Our CSWE accreditation represents our MSW program's dedication to preparing our MSW students with the knowledge and skills needed to excel in the social work profession and is a symbol of our program's excellence and adherence to the highest standards of education and practice.

An accredited program has sufficient resources to meet its mission and goals and demonstrate compliance with all sections of the Educational Policy and Accreditation Standards (EPAS). Accreditation applies to all program options, which include locations and delivery methods. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

Review our program's accredited status in CSWE's Directory of Accredited Programs. For more information about social work accreditation, contact CSWE's Department of Social Work Accreditation.

Curriculum

- SW 505 - Social Work Practice I - Individuals 3 credit(s)
- SW 510 - Social Work Practice II - Families and Groups 3 credit(s)
- SW 515 - HBSE I: Human Development - Change through the Life Course 3 credit(s)

- SW 620A - Advanced Internship and Seminar IA 2 credit(s)
- SW 620B - Advanced Internship and Seminar IB 2 credit(s)
- SW 525 - HBSE II: Social Dimensions of Human Behavior 3 credit(s)
- SW 530 - Research I: Philosophy and Methods 3 credit(s)
- SW 535 - Social Welfare Policy and Analysis 3 credit(s)
- SW 540A - Foundation Internship and Seminar IIA 1 credit(s)
- SW 540B - Foundation Internship and Seminar IIB 1 credit(s)
- SW 550 - Child and Family Welfare 3 credit(s)
- SW 560 - Clinical Social Work Practice 3 credit(s)
- SW 610 - Social Work Practice III - Organizations and Community 3 credit(s)
- SW 520A - Foundation Internship and Seminar IA 1 credit(s)
- SW 520B - Foundation Internship and Seminar IB 1 credit(s)
- SW 630 - Research II: Qualitative and Decolonizing Research Methods 3 credit(s)
- SW 635 - Integrated Clinical Practice 3 credit(s)
- SW 640A - Advanced Internship and Seminar IIA 2 credit(s)
- SW 640B - Advanced Internship & Seminar IIB 2 credit(s)
- SW 645 - Wellness and Sustainability 3 credit(s)
- SW 650 - Advanced Generalist Practice 3 credit(s)
- SW 655 - Master's Capstone Project Development 3 credit(s)
- SW 660 - Program Management and Development 3 credit(s)
- SW 675 - Master's Capstone Project Implementation 3 credit(s)

Total Program Credits: 60

Master of Social Work Advanced Standing

Educational preparation and commitment to the holistic profession of Social Work are essential qualities to considering the admission and development of students for professional social work practice. The Master of Social Work program at Pacific Oaks College promotes the social work education continuum, offering multiple pathways for admission to the MSW Advanced Standing Program. The criteria for admission to the master's program include an earned baccalaureate degree in social work from a college or university accredited by a recognized regional accrediting association.

Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options. Applicants holding baccalaureate social work degrees do not repeat undergraduate / generalist achievements. Applicants who have earned a BSW from a regionally accredited institution in the past five years are admitted into the MSW Advanced Standing program, in which the student takes courses in solely upper division and advanced practice coursework (Specialized Generalist Practice), bypassing the foundational baccalaureate courses they have already taken.

If an applicant received their BSW over five years ago from a regionally accredited institution, they are admitted into the traditional MSW program and are not admitted to the Advanced Standing Program. This is our process/mechanism for ensuring compliance in this area and to avoid repetition of prior achievements. We do not accept graduates from unaccredited baccalaureate social work programs.

The MSW program elects to admit students simultaneously into both the institution and the program. Our MSW program may admit international students as long as the program follows their institution's, state-based higher education authorities, and/or regional accreditor's policies and procedures for admitting international students.

Total Credits Required

35

Total field hours required for advanced standing (with a BSW degree) 550 field hours - (per the Council of Social Work Education)

Maximum Allowable Transfer Credits

For applicants who are seeking admission to the Advanced Standing program, and who are looking to transfer MSW courses in, Applicants will be allowed to transfer credit for completed courses, as outlined by the **Master of Social Work Graduate Transfer Credit Policy** for the MSW Advanced Standing program (see below):

- *Courses must be completed with a grade of B or higher (3.0 on a 4.0 grade scale).*
- *Credits for courses in which the student earned a grade below B or took a non-letter grade such as a pass/fail or credit/not credit are not transferable.*
- *Credits applied to meet the requirements of a previously earned degree of any type at another institution are ineligible for use as transfer of credit.*
- *Courses must be completed prior to entry into the Pacific Oaks College graduate program. Courses completed while concurrently enrolled at another institution will not be accepted for transfer of credit.*
- *Students must be in compliance with the current Pacific Oaks College Residency Requirements of 30 credits for graduate programs.*

Program Admissions Requirements

- Admission to the MSW Advanced Standing program is done in Fall I, Spring I, and Summer I terms.
- Applicants must have had a 3.0 overall grade point average in their BSW degree
- Applicants are required to submit the following:
    - Official (or unofficial) transcripts from their BSW degree granting institution. Official transcripts must be on file within 30 days of admission. Graduation from the CSWE accredited program must be within 5 years of application to the Pacific Oaks College MSW Advanced Standing program.
    - Two letters of recommendation.
        - One must be from a field supervisor or manager from a prior field education placement site. This can also be the Final Field Evaluation from BSW Field placement;
        - (2) Second can be from a current employer, professional contact, or previous supervisor at an internship/field education placement.
        - If a field evaluation is submitted, then the second recommendation must be a narrative letter format.
- Resume
- Two writing samples:
    - (1) Academic paper from a BSW capstone or upper-division course;
    - (2) Applied work sample, which can include redacted progress notes, program evaluations, etc. (Please consult with MSW faculty for specific appropriate samples).
- Interview (May be group or individual)

Tuition and Fees

Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Licensure Disclosures

For information on where Pacific Oaks College's meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

Number of Admit Terms Per Year

Admission to the MSW Advanced Standing program is done in Summer I, Fall I, and Spring 1 terms.

Program Learning Outcomes (PLO)

Identical learning outcomes align with our traditional MSW program PLO's.

Program-Specific Requirements

This program includes Generalist Practice coursework and is considered advanced-level coursework. The Pacific Oaks MSW Advanced Standing Program includes 35 credits of coursework, 550 hours of Field Education (Internships) over the course of two semesters, and a master's capstone project. This program is online, although some field education (Internship) courses will have some synchronous components.

Fieldwork/Practicum Requirements

Students must complete a minimum of 550 hours of field internship for the academic year (January through August for fall starts and May through December for spring starts). Students are placed throughout California or their state of residence and must successfully match with a MSW placement site. The MSW Field Education Team will work with each student on field education requirements. Students are expected to develop an increased insight and depth of understanding of agency and client systems and social work practice skills and are exposed to a diversity of experiences. The goal of the second-year field placement is to help students develop advanced and more focused social work skills-including clinical interventions with diverse populations, effective treatment strategies on a micro/macro level where appropriate.

Residency Requirement

N/A

Course Length

Please refer to the program course and delivery section found here: Academic Calendar. The length of the program is three semesters, full-time, and 8-week terms. Students will take two courses per term, four courses per semester.

Graduation requirements

Courses must be completed with a grade of B or higher (3.0 on a 4.0 grade scale).

Core Curriculum

- SW 560 - Clinical Social Work Practice 3 credit(s)
- SW 610 - Social Work Practice III - Organizations and Community 3 credit(s)
- SW 635 - Integrated Clinical Practice 3 credit(s)
- SW 630 - Research II: Qualitative and Decolonizing Research Methods 3 credit(s)
- SW 645 - Wellness and Sustainability 3 credit(s)
- SW 650 - Advanced Generalist Practice 3 credit(s)
- SW 620A - Advanced Internship and Seminar IA 2 credit(s)
- SW 660 - Program Management and Development 3 credit(s)
- SW 620B - Advanced Internship and Seminar IB 2 credit(s)
- SW 655 - Master's Capstone Project Development 3 credit(s)
- SW 640A - Advanced Internship and Seminar IIA 2 credit(s)
- SW 675 - Master's Capstone Project Implementation 3 credit(s)
- SW 640B - Advanced Internship & Seminar IIB 2 credit(s)

Total Core Credit Hours: 35

Accommodations in the MSW Program

The MSW Program is held to accreditation standards in accordance with the Council on Social Work Education. All Field Education requirements at Pacific Oaks College meet accreditation standards. Exceptions, modifications, and/or exemptions to academic and/or field education policies and requirements cannot be made beyond existing accommodations approved by the CARE office.

Department of Community Psychology & Leadership

Bachelor of Arts in Community Psychology

Total Credit Hours Required: 120

Maximum Allowable Transfer Credits: 87

Program Admission Requirements: Program-specific admission requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and Fees for the College and individual programs can be found here: Tuition and Fees

Number of Admit Terms per Year

Pasadena: 3

- Fall
- Spring
- Summer

Online: 3

- Fall Session 1
- Spring Session 1
- Summer Session 1

Program Overview

The Bachelor of Arts in Community Psychology (BA CP) seeks to promote well-being, empower and invigorate communities and support a sense of community and family centric models of service and learning. Our strength-based programs aim to enhance protective factors and prevent the development of problems in communities, groups, and families. Grounded in social justice and equity frameworks, individuals will learn how to advocate for change in traditionally underserved communities. Our curriculum is designed to go beyond an individual focus by integrating sociological, economic, cultural, environmental, political, and global influences to promote positive change, health, and empowerment at multiple levels.

Field Experiences at an approved site are part of the BA CP program.

Students may also choose from concentrations that allow them to deepen their knowledge and skills in a specialized area of community psychology practice.

Program Learning Outcomes (PLOs)

PLO 1: Gain knowledge and comprehension of the human life cycle within an eco-systemic framework. Students will be able to look at individuals throughout their lifespan using Urie Bronfenbrenner's Ecological Systems Theory of Development as a foundational framework as the lens for understanding how people interact within their communities over time. Students will use case studies to facilitate their understanding of these concepts. Additional theories to be explored will be Barker's Social-Ecological Approach; and Kelly's Ecological Approach to Community Psychology. Some of the skills and abilities students will learn from learning this ecological approach are: Mindfulness, Systemic Thinking; Listening Skills, Cross-cultural Competence, Facilitating Communication.

PLO 2: Be able to identify resources from multicultural stakeholders to address social issues. Students will develop skills such as 'Community Mapping' and action/field research in their fieldwork sites, to identify needed resources relevant to a particular population. Students will create resource guides, complete needs assessments, and community mapping projects to demonstrate knowledge of these skills.

PLO 3: Learn and implement interdisciplinary approaches and strategies for community program assessment and research. Students will learn Community Psychology values and principles for conducting assessments, such as participatory evaluation and action-oriented assessment. Students will demonstrate knowledge competencies in these areas in their Fieldwork Needs Assessment assignment and Capstone project.

PLO 4: Be able to discuss and analyze effective prevention, intervention, and health promotion strategies for individuals, groups, and communities. Students will learn foundational prevention and promotion theories and concepts, such as Caplan: Primary, Secondary, and Tertiary Prevention; The IOM Report: Universal, Selective, and Indicated Measures; Prevention of Disorder and Promotion of Wellness and Competence. Students will research examples of successful prevention and promotion programs. Students will demonstrate knowledge by completing a literature review on the prevention and promotion topic of their choice.

PLO 5: Develop multicultural competency through community-based training and experience. Students will understand human diversity in its context by participating in a Fieldwork placement experience. Students are required to spend 80 hours at a community organization of their choice. These experiences will build upon cross-cultural theories learned in coursework to provide competence needed for effective intervention with culturally diverse clients in local and global communities. Their fieldwork experiences will span over two terms/semesters.

Each BA in Community Psychology PLO is aligned with WSCUC Core Competencies.

Program Specific Requirements

The BA CP program is a 120-credit undergraduate program, comprised of 40 credits in General Education, 15 credits of lower division Psychology prerequisites, 32 credits of lower division General Electives, 21 credits of Community Psychology Core Curriculum courses, and 12 credits of Concentration Courses.

The program is a year-round program, including enrollment in the summer. On-ground attendance includes fall and spring 16-week semesters and a 12-week summer semester. Online attendance includes two 8-week terms in fall, spring, and summer.

A full-time student entering with 0 credits and successfully completing 12 credits per semester will have time to complete the program in ten semesters, which is equivalent to 3 1/3 years, or 40 months.

<u>BA in Community Psychology Credit Requirements</u>

40 General Education Credits

15 Lower Division Psychology Prerequisite Credits

32 General Elective Credits

21 Upper Division Community Psychology Core Curriculum Program Credits

12 Concentration Credits

120 Credits Total

Fieldwork Requirements

The Community Psychology Fieldwork program provides experience in various settings such as human service, mental health, community-based agency, government, and education. This opportunity is for students to practice the skills and knowledge they have gained throughout the Community Psychology degree program in a professional setting. Fieldwork can be central to developing clarity about a student's career goals and sense of calling to specific work. Students will work collaboratively with community partners, develop consultation and group skills, and learn what it means to be a community practitioner.

Fieldwork placement will occur over two terms/semesters. There is a minimum of 40 hours per class (CP 470 & CP 480) required by each student at their site in each term/semester.

Prerequisites for fieldwork: 1) Students have successfully completed CP 301, CP 310, CP 320, CP 410, & CP430; and 2) Students have secured a Fieldwork Site before starting their fieldwork courses. Students must secure a fieldwork site 2 months prior to completing CP430.

Fieldwork will be managed by the department's Fieldwork Coordinator. Each student will be required to attend a mandatory Fieldwork Orientation, where students will receive a Fieldwork Manual, which will include the following

information: Code of Ethics and Professional Behavior Form, Fieldwork/Internship Contract Form, Fieldwork/Internship Deadlines and Preparation Checklist, Timesheet Form, Evaluation of Student/Intern Form, Evaluation of Site Form, Evaluation of Supervisor Form, and Fieldwork/Internship Site list. Fieldwork Supervision will be provided jointly between the POC Instructor and the supervisor at the field site. The Fieldwork Coordinator will be a liaison between all entities to ensure quality. The Fieldwork Coordinator will review all Site forms.

The Fieldwork Site List (pre-approved list of agencies) is not meant to be inclusive; rather, it gives students ideas of the types and variety of fieldwork experiences students have developed. Students are encouraged to meet with the Faculty Advisor and the Fieldwork Coordinator to discuss possible fieldwork sites that would best meet their interests. Typical Settings & Categories of Fieldwork: Child/Youth; Elderly Services; Tutoring Services; Persons with Disabilities; Unhoused; Substance Abuse; Recreation Programs; Health/Prevention/Education; Domestic Violence; Autism Spectrum Disorders Services, After-school Programs; Hospice; Psychiatric facilities; Hotlines, clinics, shelters, hospitals, educational settings, non-profit agencies. The type of fieldwork experience will depend on the student's career goals, type of agency, and personalized learning plan created by the field supervisor and student.

There are two Fieldwork courses that will accompany a student's placement in the field.

The first course is CP 470 Fieldwork in Community Psychology. This course is designed to provide an opportunity to integrate classroom knowledge with real-world experiences. This course focuses on applications of basic psychological knowledge and methods to community problems. Students develop consultation and group skills, work with community partners, and learn about community psychology.

The second course is CP 480 Community Psychology Capstone and Fieldwork. This course is designed to be a 'culminating' experience in the undergraduate Community Psychology degree. Students will create a Portfolio which will include artifacts documenting academic and professional growth and personal reflections. Students will incorporate their Signature Assignment from the first Fieldwork course into their final capstone project. Each course is 3 credits. Capstone projects and Fieldwork Signature Assignments must be submitted to the designated Portfolio.

Residency requirement

All credits earned in courses offered by Pacific Oaks College are considered PO residence hours, regardless of if the courses are taken online, on-ground, at instructional sites or at Off-campus cohort locations. Credits earned from institutions other than Pacific Oaks College are considered non-resident credits. All students must complete 30 residence hours to complete the BA in Community Psychology.

Course length

Please refer to the program course and delivery section found here**:** Academic Calendar

Graduation Requirements

To be eligible to graduate with a Bachelor of Arts in Community Psychology degree, a student must successfully complete the following:

- The approved program consists of at least 30 credits completed in residency at Pacific Oaks; and
- Community Psychology (CP) students maintain a grade of "C" or 2.00 or above in community psychology core, concentration, and prerequisite coursework. Students are required to submit the Petition for Degree Completion and fee to the Registrar's Office the semester before they anticipate completing their degree requirements. Students must submit the application, settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Program Requirements

General Education Requirements

Introduction

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

A certain number of GE courses may be shared with a student's degree program. However, GE courses may only be used to complete one GE category. GE courses may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. All GE courses must be completed with a grade of C or better.

Courses

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

One course each in English Composition and Oral communication:

English Composition

- ENG 101 - English Composition I 3 credit(s)
- ENG 201 - English Composition II 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- STATS 225 - Integrated Statistics 3 credit(s)
  *STATS 225 is a prerequisite course for the Community Psychology program. It must be taken before starting Core Courses. This course must be completed with a grade of 'C' or better.

Arts and Humanities (9 credits required)

At least one course from the Arts and one course from Humanities:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)
- LIT 300 - Introduction to Literature 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)

Social Sciences (9 credits required)

- CIV 101 - Civic Engagement 1 credit(s)
- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- HIST 200 - History of Social Justice 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course from Physical Science and one course from Biological Science:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

Total Required GE Credits: 40

Program Courses

Pacific Oaks College maintains a 30-credit residency requirement.

Prerequisites

- PSY 101 - Introduction to Psychology 3 credit(s) *
- PSY 103 - Developmental Psychology 3 credit(s) *
- PSY 105 - Abnormal Psychology 3 credit(s) *
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s) *
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)

*All prerequisite courses must be completed with a grade of 'C' or better.

15 Credits total

Core Courses

Courses listed in sequence

- CP 301 - Introduction to Community Psychology 3 credit(s)
- CP 310 - Mapping Communities 3 credit(s)
- CP 320 - Psychology of Culture, Power, and Inequality 3 credit(s)
- CP 410 - Community Mental Health 3 credit(s)
- CP 430 - Principles of Field/Action Research 3 credit(s)
- CP 470 - Fieldwork in Community Psychology 3 credit(s)
- CP 480 - Community Psychology Capstone and Fieldwork 3 credit(s)

*All core courses must be completed with a grade of 'C' or better.

21 Credits total

Areas of Concentration

Students in the BA Community Psychology program must select a concentration as part of their course of study. The students will take courses with students in various programs, including Business Administration, Early Childhood Education, and Human Development.

Generalist Concentration

Business Leadership and Social Impact Concentration

Early Childhood Trauma and Resilience Concentration

Equity and Advocacy in Community Psychology Concentration

Each concentration has its own specific requirements, which are outlined below.

Generalist Concentration

The Generalist Concentration in Community Psychology provides a broad foundation for students who wish to understand community psychology principles and practices comprehensively. This concentration prepares students to work in various settings, addressing diverse community needs through an interdisciplinary approach. Students will gain communication, human development, and social context analysis skills, enabling them to become effective change agents in their communities.

Requirements

Complete ALL core courses and twelve (12) credits for the Concentration. Students will pick four (4) courses from the following choices:

- ECE 320 - Creating Inclusive Learning Environments 3 credit(s)
- ECE 390 - Diversity, Equity & Social Justice in ECE 3 credit(s)
- HD 300 - Early Childhood Themes and Life Cycle Issues 3 credit(s)
- HD 335 - Human Development: The Elder Years 3 credit(s)
- HD 341 - Communication for Empowerment 3 credit(s)
- HD 380 - Children's Autobiographical Narratives as Social Justice Curriculum 3 credit(s)
- HD 412 - Working with Children and Families in A Diverse World 3 credit(s)

Please note that not all courses are offered every semester.
* All concentration courses must be completed with a grade of 'C' or better.

12 Credits Total

Business Leadership and Social Impact Concentration

Business Leadership and Social Impact Concentration equips students with essential skills to become effective leaders in socially responsible organizations. This concentration emphasizes the importance of cultural diversity, ethical decision-making, and management principles in driving positive organizational and community impact. Students will learn to navigate the complexities of global business while fostering inclusive and ethical practices.

Requirements

Complete ALL core courses and twelve (12) credits for the Concentration. Students will pick four (4) courses from the following choices:

- BUS 300 - 21st Century Business Skill Sets 3 credit(s)
- BUS 320 - 21st Century Leadership and Beyond 3 credit(s)
- MGT 450 - Cultural Diversity in the Workplace 3 credit(s)
- BUS 311 - Managerial Application and Technology 3 credit(s)
- BUS 312 - Business Law and Corporate Ethics 3 credit(s)
- MGT 334 - Data-Driven Decision Making 3 credit(s)
- MGT 402 - Project Management 3 credit(s)
- MGT 413 - Managing Change 3 credit(s)
- MGT 416 - Operations Management 3 credit(s)
- MGT 430 - Training and Development 3 credit(s)
- FIN 401 - Financial Management 3 credit(s)

Please note that not all courses are offered every semester.

* All concentration courses must be completed with a grade of 'C' or better.

12 credits total

Early Childhood Trauma and Resilience Concentration

Early Childhood Trauma and Resilience Concentration focuses on understanding and addressing the impacts of trauma on young children. This concentration prepares students to support children through challenging experiences such as separation, loss, and cultural displacement. Emphasizing resilience and healing, the courses explore trauma-informed practices and strategies to foster healthy development and attachment in early childhood.

Requirements

Complete ALL core courses and twelve (12) credits for the Concentration:

- ECE 416 - Separation, Deployment Trauma, and Early Development 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 418 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 419 - Parent Incarceration and Its Impact 3 credit(s)

Please note that not all courses are offered every semester.
* All concentration courses must be completed with a grade of 'C' or better.

12 credits total

Equity and Advocacy in Community Psychology Concentration

Equity and Advocacy Concentration emphasizes the importance of social equity and advocacy in community psychology. Students will explore strategies to address systemic inequalities and promote social change. This concentration equips students with the knowledge and skills needed to create inclusive and equitable communities, focusing on the role of community psychologists as advocates for marginalized populations.

Requirements

Complete ALL core courses and twelve (12) credits for the Concentration. Students will pick four (4) courses from the following choices:

- MGT 431 - Performance Management 3 credit(s)
- HD 361 - Social and Political Contexts of Human Development 3 credit(s)
- HD 363 - Education for Critical Consciousness 3 credit(s)
- HD 364 - Community as a Context for Development 3 credit(s)
- HD 381 - Human Development and Social Change 3 credit(s)
- HD 390 - Developing Anti-Bias Curriculum: Teaching Our Values to Our Children 3 credit(s)

Please note that not all courses are offered every semester.
* All concentration courses must be completed with a grade of 'C' or better.

12 credits total

Bachelor of Science in Business Administration

Total Credit Hours Required: 120

Maximum Allowable Transfer Credits: 87

Program Admissions Requirements: Program-specific admissions requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and fees for the College and individual programs can be found here: Tuition and Fees

Number of Admit Terms per Year:

Ground (6)

Fall Sessions I & II

Spring Sessions I & II

Summer Sessions I & II

Online (6)

Fall Sessions I & II

Spring Sessions I & II

Summer Sessions I & II

Program Overview

The Bachelor of Science in Business Administration (BSBA) degree provides a broad background of practical business knowledge. The program is designed to prepare students for careers and opportunities in global business and management as they learn the skills needed to become part of a professional team that can lead local, national, and global socially responsible organizations.

This bachelor's program prepares students to be business leaders contributing to organizations that positively impact our world. With International Field Experience, corporate social responsibility, and ethical decision making, the curriculum merges Pacific Oaks' mission with the rising need for innovative business leaders. The BSBA program emphasizes what it takes to manage a successful enterprise while learning how to build and advance an organization through courses such as e-Commerce, Principles of Management, and Entrepreneurship. This program strives to prepare graduates who will positively impact organizational effectiveness and the communities these organizations serve.

The program offers two concentration areas. The primary goal of each concentration is to help students acquire the competencies, skills, and knowledge needed to seek positions in a related function or industry. Concentrations are as follow:

- Business Management
- Generalist

Program Learning Outcomes

The BSBA degree program is designed to develop the following knowledge, skills, and abilities:

Program Outcome 1a: Oral Communication

- Prepare and deliver oral presentations employing business concepts and data, with consideration of the relationship between the topic, audience, and situation while using appropriate technology.

Program Outcome 1b: Written Communication

- Prepare written documents employing concepts and data that adhere to conventions of grammar, mechanics, genre, and rhetoric with consideration of the relationship between the topic, audience, and situation.

Program Outcome 2: Team Engagement

- Describe and employ the interpersonal and group communication skills that enable businesses to attain their goals.

Program Outcome 3: Foundational Knowledge

- Explain and synthesize the multiple concepts of business administration including the roles and responsibilities of the functional areas of business leaders and teams

Program Outcome 4: Information Literacy

- Gather, evaluate, and ethically use information from a variety of relevant technological and library resources to make business decisions and take action.

Program Outcome 5: Analysis and Application

- Develop a conclusion, opinion, or course of action based on exploration and analysis of information, issues, ideas, and events to solve business problems.

Program Outcome 6: Numerical Literacy

- Analyze and interpret quantitative data to solve problems and make informed business decisions

Program Outcome 7: Social Responsibility and Ethical Awareness

- Describe and employ the ethical framework that managers and employees are expected to operate under while interacting in a business situation.

Program Outcome 8: Diversity

- Identify the benefits and challenges of social, cultural, and economic diversity within and across organizations as well as the opportunities that diversity represents for business strategy.

Program Outcome 9: Global Business Literacy

- Explain, apply, and function in the global business context and be knowledgeable about its core issues and trends.

Program Specific Requirements

The BSBA program is a 120-credit undergraduate program, comprised of 40 credits in General Education, 15 credits in Lower Division Business Administration Prerequisites, 18-21 credits in Lower Division General Electives, 32 credits in Upper Division Core Curriculum, and 12-15 credits in Concentration. This is a year-round program, including enrollment in summer. On-ground and Online attendance includes two 8-week terms in fall, spring, and summer.

40 General Education Credits

15 Lower Division Business Administration Prerequisites Credits

18-21 Lower Division General Elective Credits

32 Upper Division Core Curriculum Credits

12-15 Concentration Credits

Total 120 Credits Total

International Field Experience Requirements

International Field Experience Requirements

BSBA International Field Experience Requirement

As a degree requirement, BSBA students must participate in an international Field Experience at an international destination selected by the BSBA program. Students will be in-country for up to a minimum of 5 and a maximum of 10 nights and will participate on ground in full days for the field experience. Coursework will be based on the number of students in the cohort, available opportunities, level of international experience, and professional interests. The BSBA International Field Experience is an academically rigorous and intensive immersion experience, and therefore only students eligible and enrolled in the BSBA International Field Experience course are invited to participate in the travel portion of this course. Before enrollment in the program, all admitted students must sign a Field Experience Disclosure. Prior to enrollment in the International Field Experience course, all students must sign a Field Experience Placement. All students must submit purchased flight information alongside the Field Experience Placement. If flight information is not submitted by the deadline indicated on the Field Experience Placement, the student will be dropped from the IFE399 or IFE599 course.

Pacific Oaks College and The Community Solution Global Engagement create professional agreements with one or more international organizations in the country to facilitate the course activities. A minimum of one faculty lead will accompany students during the international field experience. Students may not bring family or friends to Field Experience.

International Field Experience Policy

Pacific Oaks College requires all BSBA students to complete the course IFE399: International Field Experience (IFE) as part of their degree requirements. Students in other undergraduate programs who participate in an international field experience will also enroll in IFE399. Graduate students will enroll in IFE599: International Field Experience (IFE).

In extenuating circumstances, an approved exception may be granted through the General Petition process. If an exception is approved, students must complete VII499a-b: Virtual International Internship as a substitute for the IFE. The Virtual International Internship may be taken multiple times, but when used as a substitute for the IFE, it must be taken after the exception is approved to satisfy the International Field Experience degree requirement.

A student considering an exception must consult with their Faculty Advisor prior to petitioning. The request should be made at least one semester before the International Field Experience starts.

The general petition process begins with the submission of the General Petition Form to the Registrar's Office. The form is available in the Registrar's Office and on the Pacific Oaks College Registrar Forms website.

To complete the general petition process, the student should:

1. Consult with Faculty Advisor at least one semester before the start of the International Field Experience.
2. Complete the General Petition form.

3. The General Petition Form must state clearly and completely the reasons for the exception and provide documentation.
4. Submit the General Petition form to the Registrar's office.

The petition will be reviewed, and a decision reached by the Academic Standards Committee. Such decisions of the Academic Standards Committee are final and not appealable.

International Field Experience Fee

The International Field Experience Fee is covered by Pacific Oaks College for eligible students enrolled in the BSBA Program. This fee covers accommodation, transportation for field experience activities in-country, some meals, and all required in-country events and activities.

The fee does not cover roundtrip airfare, transportation to and from the airport, other local transportation not included in official field activities, passport and visa fees (if applicable), immunizations or vaccinations (if applicable), incidentals, or personal expenses.

Residence requirement

All credits earned in courses offered by Pacific Oaks College are considered PO residence hours, regardless of whether the courses are taken on-line, on-ground, at instructional sites or at off-campus cohort locations. Credits earned from institutions other than Pacific Oaks College are considered non-resident credits. All students must complete a minimum of 30 residence hours to complete the program

Graduation Requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding fees with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

General Education Requirements

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

A certain number of GE courses may be shared with a student's degree program. However, GE courses may only be used to complete one GE category. GE courses may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. GE courses must be completed with a grade of 'D' grade or better and a 2.0 Grade Point Average or better with some program exceptions.*

*BSBA students must earn a "C" grade or better in COM150, ENG101, COM105, GEN100 and STAT225 courses (Oral Communication, Written Communication, Basic Skills and Mathematics/Quantitative Reasoning) and lower division requirements ACC 201, ACC 202, BUS 201, MKT 230 and MGT 280.

The BSBA program requires specific GE course work in English Composition, English Communication, POC Pedagogy, Mathematics, Humanities and Social and Behavioral Sciences sections.

Courses

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s) Required

English Communication (9 credits required)

English Composition

- ENG 101 - English Composition I 3 credit(s)
- COM 105 - Business and Professional Communication 3 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course from each:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)

Social and Behavioral Sciences (9 credits required)

- POL 100 - American Government and Political Issues 3 credit(s)
- ECO 201 - Macroeconomics 3 credit(s)

- ECO 202 - Microeconomics 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course from Physical Science and one course from Biological Science:

Physical Science

- ENV 100 - Introduction to Environmental Science with Lab 4 credit(s)
- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200 - Human Biology with Lab 4 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

Total Required GE Credits: 40

General Education Prerequisites

GEN 100, ENG 101, COM 105, COM 150, STAT 225, ECO201 and ECO202 must be taken before any upper-level lower division Business courses.

Lower-Division Core Requirements

Students must take these courses prior to enrollment in upper division courses.

- ACC 201 - Principles of Accounting 3 credit(s)
- ACC 202 - Principles of Management Accounting 3 credit(s)
- BUS 201 - Principles of Business 3 credit(s)
- MKT 230 - Principles of Marketing 3 credit(s)
- MGT 280 - Principles of Management 3 credit(s)

Total lower-division requirements: 15 credits

Upper-Division Core Requirements

- BUS 300 - 21st Century Business Skill Sets 3 credit(s)
- BUS 311 - Managerial Application and Technology 3 credit(s)
- BUS 312 - Business Law and Corporate Ethics 3 credit(s)
- BUS 320 - 21st Century Leadership and Beyond 3 credit(s)

- MGT 334 - Data-Driven Decision Making 3 credit(s)
- BUS 355 - e-Commerce 3 credit(s)
- IFE 399 - International Field Experience 4 credit(s)
- MGT 413 - Managing Change 3 credit(s)
- MGT 450 - Cultural Diversity in the Workplace 3 credit(s)
- VII 499a - Virtual International Internship 2 credit(s)
- VII 499b - Virtual International Internship 2 credit(s)

Total Core Requirements: 32 credits

Areas of Concentration

Students in the BABS program must select a concentration as part of their course of study. The students will take courses with students in various programs, including

- Generalist Concentration
- Business Management

Each concentration has its own specific requirements, which are outlined below.

Generalist Concentration

Students must choose Four of the Following:

- MGT 430 - Training and Development 3 credit(s)
- MKT 431 - Consumer Behavior 3 credit(s)
- BUS 499 - Business Strategic Planning 3 credit(s)
- MGT 402 - Project Management 3 credit(s)
- FIN 401 - Financial Management 3 credit(s)

Total Concentration Requirements: 12 credits

Business Management Concentration

Students must take the Following:

- FIN 401 - Financial Management 3 credit(s)
- MGT 402 - Project Management 3 credit(s)
- MGT 411 - Human Resources Management: 3 credit(s)
- MGT 416 - Operations Management 3 credit(s)
- MGT 431 - Performance Management 3 credit(s)

Total Concentration Requirements: 15 credits

Master of Arts in Organizational Leadership and Management

Total Credit Hours Required - 36 Credit Hours

Maximum Allowable Transfer Credits

Transfer credit and waiver of courses are not accepted in the MA in Organizational Leadership and Management

Program Admissions Requirements - Program-Specific Admissions Requirements can be found here: Admissions Policies

Tuition and Fees

Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Licensure Disclosures - N/A for the MA in Organizational Leadership and Management

Number of Admit Terms per Year

Online & Pasadena: 6

- Fall Session I and II
- Spring Session I and II
- Summer Session I and II

Transfer of credit and waiver of courses

Transfer credit and waiver of courses are not accepted in the MA in Organizational Leadership and Management program.

Program Overview

The MA program in Organizational Leadership and Management (OLM) at Pacific Oaks College is based upon the theory that excellence in leadership requires knowledge, skills, and extensive self-awareness to create a successful organization with sustainable value. Through the development of core management and leadership skills that develop and direct the diverse talents of employees, graduates will be prepared to become successful leaders who will be able to effectively navigate change at various organizations while embracing cultural, political, and national diversity. Unlike a more traditional master's in business program (MBA), the Pacific Oaks MA program integrates leadership knowledge and theory with the development of management skills to provide a more dynamic understanding of how to directly impact organizational needs. A primary learning outcome of the Organizational Leadership and Management program includes the capacity for critical self-reflection
to guide future leaders in their endeavors to bring respect, diversity, and individualism into organizations around the world.

Program Learning Outcomes

1. Examine and apply skills to lead responsibly, ethically, reflectively, and authentically at the individual, group, organizational and global levels.
2. Demonstrate and achieve positive strategic, economic, and societal goals by empowering organizational stakeholders.
3. Research and evaluate best practices for leading organizations
4. Analyze, develop, and implement effective solutions to complex organizational problems through the systemic integration of team building, and motivating self and others.
5. Develop systemic knowledge of essential management functions through oral, written, and interpersonal communication.
6. Assess the value and impact of social and cultural diversity in organizations.

7. Design, collect and analyze data and report findings utilizing appropriate tools and technology.

Program Specific Requirements

The MA OLM program requires 27 credit hours of core coursework and 9 credit hours of the Applied Research Project. This is a year-round program, including enrollment in summer. On-ground and online attendance includes two 8-week terms in fall, spring, and summer. A student entering and successfully completing 6 credit hours per term of core courses and 3 credit hours per term for the Applied Research Project would have a time to completion equivalent of 1 1/3 years, or 16 months.

Students enrolled in the OLM program who wish to participate asynchronously in any given week of a course must obtain approval from the instructor. The request for asynchronous participation must be submitted and approved before the start of each week in which the student wishes to participate asynchronously. Failure to obtain approval in advance may result in the student being unable to participate asynchronously and may result in no credit being awarded for that week. Students who miss three or more class sessions in a course, regardless of format, will not pass the course.

Applied Research Project

The MA OLM Applied Research Project (ARP) consists of three 3-credit hour sequential courses, which form the Summative Assessment for the MA OLM Program. The purpose of the Applied Research Project is to promote the application of student's learning about leadership and management in a specific leadership setting of the students choosing. Students will be supported by two mentors throughout the Applied Research Project courses: a Pacific Oaks Faculty Mentor and an Organization Mentor, as identified by the student.

Students will select the focus for the Applied Research Project. The combined deliverables of the three ARP courses will become a portfolio that demonstrates the research and leadership competencies of the student.

Internship

The Virtual International Internship (VII699a and VII699b) is available as a course substitution for OLC 528 or OLC 542 with approval from the Faculty Chair

Graduation Requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar

Core Curriculum

- OLC 500 - Leadership and Organizational Behavior 3 credit(s)

- OLC 508 - Essentials of Human Resources 3 credit(s)
- OLC 510 - Data Driven Decision Making 3 credit(s)
- OLC 514 - Strategic Planning and Decision Making 3 credit(s)
- OLC 521 - Business Principles for Leaders 3 credit(s)
- OLC 528 - Human Diversity and Ethics 3 credit(s)
- OLC 535 - Project Management and Teams 3 credit(s)
- OLC 542 - Managing External Relationships 3 credit(s)
- OLC 548 - Marketing Strategies and Competitive Intelligence 3 credit(s)

Total Required Core Program: 27 credit hours

Applied Research Project Courses

- OLC 650 - Applied Research Project I 3 credit(s)
- OLC 651 - Applied Research Project II 3 credit(s)
- OLC 652 - Applied Research Project III 3 credit(s)

Total Required Applied Research Project: 9 credit hours

- OLC 650a - ARP Virtual International Internship I 3 credit(s)
- OLC 651b - ARP Virtual International Internship II 3 credit(s)
- OLC 652c - ARP Virtual International Internship III 3 credit(s)
- Students can select the ARP Virtual International Internship as a substitution for OLM Applied Research Project. ARP Virtual International Internship must be taken consecutively.

Department of Education

Bachelor of Arts in Early Childhood Education

Locations: Pasadena, Online, and off-campus locations (availability of off-campus locations depends on enrollment)

Total Credit Hours Required: 121 credit hours

Maximum Allowable Transfer Credits: 79

Program Admissions Requirements: Program-specific admissions requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and fees for the College and for individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms per Year:

Pasadena (6):

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

Online (6):

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

Program Overview

The Bachelor of Arts degree in Early Childhood Education provides students with foundational knowledge and practical skills to support the learning and development of children from birth through age eight. Grounded in a constructivist framework, the curriculum emphasizes responsiveness to the diverse needs, characteristics, and cultural backgrounds of young children.

Students actively engage with essential principles and theories of pedagogy and child development while participating in supervised learning experiences that promote the integration and application of knowledge. The program fosters inquiry, self-reflection, problem-solving, and collaboration, encouraging students to become thoughtful and competent early childhood professionals.

With a strong emphasis on respectful, reciprocal relationships, the program prepares students to create supportive and developmentally appropriate learning environments. Coursework focuses on strategies for inclusion, equity, social justice, and cultural competence, while addressing the multiple influences on child development, including family, school, and community contexts.

The core curriculum is designed to help students design, implement, and evaluate effective early childhood curricula. It provides a framework for understanding how young children learn and introduces assessment strategies such as observation, documentation, and reflective practice. Key issues of diversity and equity are integrated throughout the curriculum to ensure relevance to educational settings marked by wide variation in language proficiency, socio-economic status, ability, and other key factors that influence learning.

Students may deepen their knowledge by selecting from a range of restricted electives, exploring topics such as children's literature, childhood play, and infant/toddler development. Each course in the program invites students into a transformative learning environment, encouraging them to examine content through multiple lenses, including their own cultural worldviews.

Program Learning Outcomes

1. Define early childhood national trends, theory, and research-based educational and administrative practices for education.
2. Employ various assessment and inquiry tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement, and evaluate educational curricula for cognitive, social, and emotional needs of students in an early childhood classroom.
4. Design and implement outcome-based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
5. Demonstrate critical thinking and creative processes through ethical and professional decision-making working with children, families, communities, and educational leadership in the early childhood field.

Program-Specific Requirements

Credit Requirements
General Education: 40 credits
Early Childhood Education: 48 credits
Concentration: 12 credits
General Electives: 21 credits
Total: 121 credits

This is a year-round program, including enrollment in summer. On-ground attendance includes fall and spring 16-week semesters and a 12-week summer semester. Online attendance includes two 8-week terms in fall and spring. A full-time student entering with no transfer credits and successfully completing 12 credits per semester would have a time- to-completion of ten semesters, which is equivalent to 3- 1/3 years, or 40 months.

Graduation Requirements

To successfully complete the ECE 410 portfolio requirement, students must earn a minimum grade of C and submit all required portfolio elements to the designated portfolio platform. Any student earning less than a C must repeat the course.

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding fees with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded. A minimum cumulative grade point average of 2.0 is required for graduation.

Fieldwork Requirements

Fieldwork consists of observation and supervised clinical experience/teaching. Students may not complete their fieldwork at their current place of employment. Placements will be determined by ECE core faculty in conjunction with the student.

In designated courses throughout this program, students complete Signature Assignments that are submitted and graded within a portfolio platform. At the end of the program, these Signature Assignments, along with other core assignments, are compiled to create the required final portfolio.

General Education Requirements

Introduction

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

GE courses may only be used to complete one GE category. GE requirements may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. All GE courses must be completed with a grade of C or better.

Courses

General Education (40 credits required)

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

At least one course in English Composition and one course in Oral Communication:

English Composition

- ENG 101 - English Composition I 3 credit(s)
- ENG 201 - English Composition II 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- MATH 160 - Quantitative Reasoning 3 credit(s)
- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course in Arts and one course in Humanities:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)

- LIT 300 - Introduction to Literature 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)

Social and Behavioral Sciences (9 credits required)

At least one course Social Science and one course from Behavioral Science:

Social Science

- CIV 101 - Civic Engagement 1 credit(s)
- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- HIST 200 - History of Social Justice 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)

Behavioral Science

- PSY 101 - Introduction to Psychology 3 credit(s)
- PSY 103 - Developmental Psychology 3 credit(s)
- PSY 105 - Abnormal Psychology 3 credit(s)
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course in Physical Science and one course in Biological Science:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

ECE Lower Division Courses (21 Credits Required)

(Can be transferred from an accredited institution upon approval by the Transfer Specialist)

- ECE 205 - Cognitive Development: How Children Learn 3 credit(s)
- ECE 280 - Healthy Living in Early Childhood 3 credit(s)

- ECE 290 - Diversity, Equity & Social Justice in ECE 3 credit(s)
- ECE 211 - From Theory to Practice 3 credit(s)
- ECE 251 - The Creative Arts in Early Childhood Education 3 credit(s)
- ECE 265 - Technology in Early Childhood Education 3 credit(s)
- ECE 270 - Infants and Toddlers 3 credit(s)
- ECE 232 - Introduction to Special Education: Early Childhood Education 3 credit(s)
- ECE 261 - Child, Family, and Community Partnerships in Early Childhood Education 3 credit(s)

ECE Core Courses (27 credits required)

(Must be taken at Pacific Oaks College)

- ECE 301 - Foundations of ECE and Current Issues in the Education of Young Children 3 credit(s)
- ECE 320 - Creating Inclusive Learning Environments 3 credit(s)
- ECE 341 - Social, and Emotional Foundations in Early Childhood Education 3 credit(s)
- ECE 391 - Supervised Practicum in Early Childhood Education 3 credit(s)
- ECE 400 - Action Research in ECE I 1 credit(s)
- ECE 401 - Action Research in ECE II 1 credit(s)
- ECE 402 - Action Research in ECE III 1 credit(s)
- ECE 406 - Emergent Curriculum: Reflecting Learner Lives 3 credit(s)
- ECE 415 - Family Violence and Child Abuse 3 credit(s)
- ECE 430 - Play, Language, and Literacy 3 credit(s)
- ECE 410 - Portfolio Seminar 3 credit(s)

Concentration: 12 credits required

Options for concentrations are Trauma, STEAM, or Generalist.

Trauma Concentration course options:

- ECE 416 - Separation, Deployment Trauma, and Early Development 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 418 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 419 - Parent Incarceration and Its Impact 3 credit(s)

STEAM Concentration course options:

- ECE 436 - STEAM Thinking, Reasoning and Discovering Mathematics 3 credit(s)
- ECE 437 - STEAM Integration of Engineering and Simple Robotics 3 credit(s)
- ECE 438 - STEAM Integration of Teaching and Learning STEAM 3 credit(s)
- ECE 435 - STEAM Integration of Science and Technology 3 credit(s)

Generalist Concentration course options:

- ECE 306 - Play in Childhood 3 credit(s)
- ECE 352 - The Inclusive Early Childhood Education Classroom 3 credit(s)

- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 432 - Children's Literature 3 credit(s)

Elective Courses (21 credits required)

Bachelor of Arts in Early Childhood Education Elementary Education

Locations: Pasadena, Online

Total Credit Hours Required: 122

Maximum Allowable Transfer Credits: 60

Program Admissions Requirements: Program-specific admissions requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and fees for the College and for individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms per Year:

(Credential coursework is offered online only)

Online (6)

- Fall Session I & Fall Session II
- Spring Session I & Spring Session II
- Summer Session I & Summer Session II

*Dependent upon enrollment

Program Overview

The Bachelor of Arts degree program in Early Childhood Education Elementary Education includes preparation for the Preliminary Multiple Subject Teaching Credential and provides students with a fundamental knowledge base for educating and developing learning environments for young children from TK through eighth grade in self-contained classrooms.

The program's curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in early childhood education. As actively engaged participants, candidates in this 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.

Licensure Disclosure: For information on where Pacific Oaks College's programs meet or do not meet licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

Program Learning Outcomes

1. Define early childhood national trends and recall theories and research-based educational and administrative practices in education and educational leadership.
2. Employ various assessments tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement, and evaluate educational curriculums for the cognitive, social, and emotional needs of students in an early childhood environment.
4. Design and implement outcome-based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
5. Apply critical thinking and creative processes through ethical and professional decision-making working with children, families, communities, and educational leadership in the early childhood field.
6. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standards-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of diverse student populations.
7. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
8. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging, and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
9. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
10. Demonstrate the use of effective strategies to create and maintain effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
11. Reflect and articulate through effective communication, collaboration, and engagement with parents/caregivers, teachers, administrators, and community members for the continued development as a professional educator.

Program-Specific Requirements

Credit Requirements

General Education: 40 credits
Early Childhood Education: 55 credits
Concentration: 12 credits
General Elective: 15 credits
Total: 122 credits

This is a year-round program, including enrollment in summer. On-ground attendance includes fall and spring 16-week semesters and a 12-week summer semester. Online attendance includes two 8-week terms in fall and spring, and two 6-week terms in summer. A full-time student entering with no transfer credits and successfully completing 12 credits per semester would have a time- to- completion of ten semesters, which is equivalent to 3- 1/3 years, or 40 months.

Students must complete a minimum of 40 credits through courses offered at Pacific Oaks College. Recommendation for credential will be submitted to CTC upon completion of all credential requirements.

All on-ground courses are considered Blended as each course has an online component.

Portfolio

Candidates in ECE programs will complete an electronic portfolio in the designated portfolio platform. The portfolio is comprised of signature assignments and other assignments completed by the candidate throughout their ECE program coursework. Satisfactory evaluation of the portfolio is required for degree conferral. A bachelor's degree is a requirement for the Preliminary Multiple Subject Teaching Credential.

Program Advising

Each student will be assigned a faculty advisor to provide program-specific guidance. These advisors are a resource for specific questions that students may have about classes and curriculum.

Students should meet with the Credential Analyst for help with navigating the specifics of state credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public education. It is important for candidates to work closely with the Credential Analyst to understand and educate themselves on the specifics of their credentialing requirements.

Graduation Requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar the semester before they anticipate completing their degree requirements. Students must also settle all outstanding fees with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded. Recommendation for credentials will be submitted to CTC upon completion of all credential requirements. A cumulative grade point average of 3.0 or above is required for credential coursework.

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five- to fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credential Office coordinates all student teaching placements and mentor teacher assignments in conjunction with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement and October 1 for spring semester placement:

- Receive faculty advisor approval to student teach;
- Obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- Obtain a valid negative TB Test;
- Demonstrate subject-matter competence with passing CSET: Multiple Subjects scores (Subtest I, II, III);
- Maintain a minimum cumulative GPA of 3.0 in credential coursework;
- Submit a Student Teaching Application by the appropriate deadline; and
- Complete a Student Teaching Interview.

The above requirements will be verified by the Credential Office prior to approving a candidate's Student Teaching application. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Recommendation for a Preliminary Teaching California Credential

Students must have the following credential items completed and on file with the Credential Office to be recommended to the State of California for a Preliminary Teaching Credential:

- Bachelor's degree or higher from an accredited institution with an official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC) issued permit;
- A valid negative TB test;
- Completion of U.S. Constitution requirement;
- Passing CSET: Multiple Subjects scores;
- Passing scores for CalTPA Instructional Cycle 1: Math, Instructional Cycle 2: Literacy;
- Certification of infant, child, and adult CPR training;

All credential items must be valid at the time of credential recommendation.

At the end of the student teaching semester, the teacher candidate's faculty advisor and the Credential Analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the Credential Analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have not been met, the Credential Analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. Teacher candidates cannot receive their credential until they have paid for it on the CTC website. Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to clear their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

Teaching Performance Assessments (CalTPAs)

The California Teaching Performance Assessment (CalTPA) is a state-mandated requirement for all candidates pursuing a Preliminary Multiple Subject Teaching Credential. The CalTPA is designed to assess a candidate's knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs).

Effective July 1, 2008, all candidates enrolled in a Commission-approved teacher preparation program must fulfill the Teaching Performance Assessment (TPA) requirement. Candidates who begin a program on or after July 1, 2018, are required to complete the revised version of the CalTPA, which includes two instructional cycles focusing on Math and Literacy. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles must be completed during student teaching.

Candidates pursuing the Preliminary Education Specialist Credential are required to complete and pass the California Teaching Performance Assessment (EdSpCalTPA) for Education Specialists. Completion of the EdSpCalTPA is a state-mandated requirement for all candidates enrolled in a Preliminary Education Specialist program as of July 1, 2022.

Student Assistance, Notice of Need to Improve, and Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality standards throughout its Credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for their fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during their program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of the following possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

- The candidate is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
- The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
- The candidate is identified as being unsuited for the Education profession and is recommended for dismissal from the program.
- Upon receiving an Improvement Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. The Director of Fieldwork will discuss any recommended plan of improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal upon recommendation for dismissal from a program is outlined in the Policies and Procedures section of this catalog.

Student Agreement

To ensure that graduates of Pacific Oaks' teacher credentialing programs can meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for Admission to credential programs must enter into a student agreement.

The student agreement gives Pacific Oaks the right to suspend or terminate the candidate's participation in the Credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute grounds for denial of a credential;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement that are inconsistent with Pacific Oaks' recommendation of the candidate for a teaching credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a credential.

Curriculum

Students still requiring further coursework to complete bachelor's degree requirements will work with their faculty advisor to add further electives to their coursework to complete requirements.

General Education Requirements

Introduction

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

GE courses may only be used to complete one GE category. GE requirements may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. All GE courses must be completed with a grade of C or better.

Courses

General Education (40 credits required)

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

At least one course in English Composition and one course in Oral Communication:

English Composition

- ENG 101 - English Composition I 3 credit(s)
- ENG 201 - English Composition II 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- MATH 160 - Quantitative Reasoning 3 credit(s)
- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course in Arts and one course in Humanities:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)
- LIT 300 - Introduction to Literature 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)

Social and Behavioral Sciences (9 credits required)

At least one course Social Science and one course from Behavioral Science:

Social Science

- CIV 101 - Civic Engagement 1 credit(s)
- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- HIST 200 - History of Social Justice 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)

Behavioral Science

- PSY 101 - Introduction to Psychology 3 credit(s)
- PSY 103 - Developmental Psychology 3 credit(s)

- PSY 105 - Abnormal Psychology 3 credit(s)
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course in Physical Science and one course in Biological Science:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)
- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

General Elective Courses (15 credits required)

Early Childhood Education Core Courses (18 credits required)

- ECE 406 - Emergent Curriculum: Reflecting Learner Lives 3 credit(s)
- ECE 415 - Family Violence and Child Abuse 3 credit(s)
- ECE 430 - Play, Language, and Literacy 3 credit(s)
- ECE 301 - Foundations of ECE and Current Issues in the Education of Young Children 3 credit(s)
- ECE 320 - Creating Inclusive Learning Environments 3 credit(s)
- ECE 341 - Social, and Emotional Foundations in Early Childhood Education 3 credit(s)

Concentration (12 credits required)

Options for concentrations are Trauma, STEAM, or Early Childhood Education

General ECE Concentration course options

- ECE 306 - Play in Childhood 3 credit(s)
- ECE 352 - The Inclusive Early Childhood Education Classroom 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 432 - Children's Literature 3 credit(s)

Trauma Concentration course options:

- ECE 416 - Separation, Deployment Trauma, and Early Development 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)

- ECE 418 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 419 - Parent Incarceration and Its Impact 3 credit(s)

STEAM Concentration course options:

- ECE 435 - STEAM Integration of Science and Technology 3 credit(s)
- ECE 436 - STEAM Thinking, Reasoning and Discovering Mathematics 3 credit(s)
- ECE 437 - STEAM Integration of Engineering and Simple Robotics 3 credit(s)
- ECE 438 - STEAM Integration of Teaching and Learning STEAM 3 credit(s)

Elementary Education Core Courses (37 credits required)

Courses leading to the fulfillment of the Preliminary Multiple Subject Teaching Credential:

- ED 305 - Social, Political, and Economic Foundations of Education 3 credit(s) (5 hours of Practicum)
- SPED 331 - The Student with Special Needs 3 credit(s) (15 hours of Practicum)
- ED 330 - Language and Literacy in A Diverse Classroom 3 credit(s) (10 hours of Practicum)
- ED 312 - The Art of Teaching Science 3 credit(s) (10 hours of Practicum)
- ED 331 - English Learner Methodologies in a Diverse Classroom 3 credit(s) (10 hours of Practicum)
- ED 362 - Teaching Thematically: Social Science and Visual/Performing Arts 3 credit(s) (10 hours of Practicum)
- ED 355 - Utilizing and Infusing Technology into Teaching 3 credit(s)
- ED 348 - Cognitive Development and Mathematics 3 credit(s) (10 hours of Practicum)
- ED 372 - Healthy Children and Classroom Communities 3 credit(s)
- ED 378 - Teacher as Leader 2 credit(s)
- ED 393 - Directed Teaching Placement Seminar I 3 credit(s)
- ED 379 - Assessment and Management 2 credit(s)
- ED 394 - Directed Teaching Placement Seminar II 3 credit(s)

Bachelor of Arts in Early Childhood Education: Elementary Education and Special Education

Locations: Online

Total Credit Hours Required: 131

Maximum Allowable Transfer Credits: 46

Program Admissions Requirements: Program-specific admissions requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Number of Admit Terms per Year:

Online (6):

- Fall Session I and Fall Session II

- Spring Session I and Spring Session II
- Summer Session I and Summer Session II

Program Overview

The Bachelor of Arts degree program in Early Childhood Education: Elementary Education and Special Education integrates preparation for the Dual Credential (Preliminary Multiple Subject Teaching Credential and the Preliminary Education Specialist Teaching Credential-Mild Moderate Support Needs [MMSN]). This option provides students with a fundamental knowledge base for educating and developing learning environments for young children from TK through eighth grade for the Multiple Subject Teaching Credential and from kindergarten through age 22 for the Education Specialist Teaching Credential. In addition to the degree and credential, students select an area of concentration in Early Childhood Education, Trauma, or STEAM. The program's curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in early childhood education. As actively engaged participants, candidates in this 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. In addition, principles of development theory and the standards of the California Commission on Teacher Credentialing are incorporated into the program:

1. Teachers are committed to students and their learning;
2. Teachers know the subjects they teach and how to teach these subjects;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
5. Teachers are members of learning communities.

As a result, candidates are prepared for a California Teacher Credential.

Program Learning Outcomes

1. Define early childhood national trends and recall theories and research-based educational and administrative practices in education and educational leadership.
2. Employ various assessments tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement, and evaluate educational curriculums for the cognitive, social, and emotional needs of students in an early childhood environment.
4. Design and implement outcome-based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
5. Apply critical thinking and creative processes through ethical and professional decision-making working with children, families, communities, and educational leadership in the early childhood field.
6. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.
7. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
8. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging, and supporting of student-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.

9. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
10. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging, and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
11. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
12. Demonstrate the use of effective strategies to create and maintain effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
13. Reflect and articulate through effective communication, collaboration, and engagement with parents/caregivers, teachers, administrators, and community members for the continued development as a professional educator.
14. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
15. Examine cross-cultural educational issues to determine instructional and assessment strategies that enhance learning of students with mild/moderate support needs.
16. Integrate research based best practices into instruction of students with mild/moderate support needs.
17. Communicate, collaborate, and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators.
18. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild to moderate support needs.
19. Use effective methods to teach reading, speaking, listening, written language, and mathematics to ensure access to general education curriculum across settings.

Program-Specific Requirements

Credit Requirements

General Education: 40 credits
Early Childhood Education: 18 credits
Elementary Education: 27 credits
Special Education: 15 credits
Directed Teaching: 10 credits
Concentration: 12 credits
General Electives: 9 credits
Total: 131 credits

A minimum of 73 credits must be completed through Pacific Oaks course work. Candidates in this program will complete a portfolio in the designated ECE portfolio platform that will include signature assignments and other assignments completed and/or collected by the candidate throughout their credential program coursework. Recommendation for credential will be submitted to CTC upon completion of all credential requirements.

In addition to the degree and credential, students will select an area of concentration in Early Childhood Education, Trauma, or STEAM.

Students are required to complete an ECE electronic portfolio in the designated portfolio platform. The portfolio is comprised of signature assignments and other assignments completed by the candidate throughout their program coursework. Satisfactory evaluation of the portfolio is required for degree conferral. A bachelor's degree is a requirement for the Preliminary Multiple Subject Teaching Credential.

All credential courses are offered online only.

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five to fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credential Office coordinates all student teaching placements and mentor teacher assignments in conjunction with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- Receive faculty advisor approval to student teach;
- Obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- Obtain a valid negative TB Test;
- Demonstrate subject matter competence with passing CSET: Multiple Subjects scores (Subtest I, II, III);
- Maintain a cumulative GPA of 3.00 or above in credential coursework;
- Submit a Student Teaching Application by the appropriate deadline; and
- Complete a Student Teaching Interview.

The above requirements will be verified by the Credential Office prior to approving a candidate's Student Teaching application. Once a candidate's placement is confirmed, the candidate and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Graduation Requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded. Recommendation for credential will be submitted to CTC upon completion of all credential requirements. A cumulative grade point average of 3.0 or above in credential coursework is required for the credential.

Candidates in credential programs will complete an electronic portfolio in the designated portfolio platform. The portfolio is comprised of signature assignments and other assignments completed by the candidate throughout their program coursework. Satisfactory evaluation of the portfolio is required for degree conferral. A bachelor's degree is a requirement for the Preliminary Multiple Subject Teaching Credential.

Student Agreement

To ensure that graduates of Pacific Oaks' teaching credential programs can meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for admission to credential programs must enter into a student agreement.

The student agreement gives Pacific Oaks the right to suspend or terminate the candidate's participation in the credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute grounds for denial of a credential;

- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with Pacific Oaks' recommendation of the candidate for an education credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a credential.

Student Assistance, Notice of Need to Improve, and Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality standards throughout its credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of the following possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form.
3. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
4. The candidate is identified as being unsuited for the Education profession and is recommended for dismissal from the program.
5. Upon receiving an Improvement Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. The Director of Fieldwork will discuss any recommended plan for improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

Curriculum

Students still requiring further coursework to complete bachelor's degree requirements will work with their faculty advisor to add further electives to their coursework to complete requirements.

General Education Requirements

Introduction

The General Education (GE) program at Pacific Oaks is an important part of undergraduate education and provides students with the skills they will need to excel in whatever disciplines they choose to pursue.

GE courses may only be used to complete one GE category. GE requirements may also be completed by Prior Learning Assessment (PLA) or college transfer credit. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education program requirements, each student must complete courses in the six categories listed below. All GE courses must be completed with a grade of C or better.

Courses

General Education (40 credits required)

Pacific Oaks Culture and Pedagogy (3 credits required)

- GEN 100 - Success at Pacific Oaks 3 credit(s)

English Communication (9 credits required)

At least one course in English Composition and one course in Oral Communication:

English Composition

- ENG 101 - English Composition I 3 credit(s)
- ENG 201 - English Composition II 3 credit(s)
- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 289 - Writing and Communications for Empowerment 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Oral Communication

- COM 150 - Effective Communication 3 credit(s)
- ENG 110 - Creative Writing 1 credit(s)

Mathematical Concepts and Quantitative Reasoning (3 credits required)

- MATH 160 - Quantitative Reasoning 3 credit(s)
- STATS 225 - Integrated Statistics 3 credit(s)

Arts and Humanities (9 credits required)

At least one course in Arts and one course in Humanities:

Arts

- ART 100 - Introduction to Art 3 credit(s)
- ART 150 - Public Art 2 credit(s)
- FILM 100 - Introduction to Film 2 credit(s)
- LIT 150 - Urban Literature 3 credit(s)
- MUS 100 - Global Music and Culture 3 credit(s)

Humanities

- CT 300 - Ethics: A Global Civic Perspective 3 credit(s)
- GEN 200 - Becoming a Global Citizen 3 credit(s)
- HIS 100 - U.S. History 3 credit(s)
- LIT 300 - Introduction to Literature 3 credit(s)
- PHIL 150 - Critical Thinking 3 credit(s)

Social and Behavioral Sciences (9 credits required)

At least one course Social Science and one course from Behavioral Science:

Social Science

- CIV 101 - Civic Engagement 1 credit(s)
- CRIM 300 - Introduction to Criminology 3 credit(s)
- GEO 200 - Cultural Geography 3 credit(s)
- HIST 200 - History of Social Justice 3 credit(s)
- POL 100 - American Government and Political Issues 3 credit(s)
- RESM 235 - Research Methods for the Social Sciences 3 credit(s)
- SOC 100 - Introduction to Sociology 3 credit(s)

Behavioral Science

- PSY 101 - Introduction to Psychology 3 credit(s)
- PSY 103 - Developmental Psychology 3 credit(s)
- PSY 105 - Abnormal Psychology 3 credit(s)
- PSY 201 - Introduction to Behavioral Neuroscience 3 credit(s)

Physical and Biological Sciences (7 credits required)

At least one course in Physical Science and one course in Biological Science:

Physical Science

- ENV 100A - Introduction to Environmental Science with Lab 2 credit(s)

- ENV 100B - Introduction to Environmental Science with Lab 2 credit(s)

Biological Science

- BIO 100L - Introduction to Biology Lab 1 credit(s)
- BIO 200A - Human Biology with Lab 2 credit(s)
- BIO 200B - Human Biology with Lab 2 credit(s)
- NUTR 100 - Human Nutrition 3 credit(s)

General Elective Courses (9 credits required)

Early Childhood Education Core Courses (18 Credits Required)

- ECE 301 - Foundations of ECE and Current Issues in the Education of Young Children 3 credit(s)
- ECE 320 - Creating Inclusive Learning Environments 3 credit(s)
- ECE 341 - Social, and Emotional Foundations in Early Childhood Education 3 credit(s)
- ECE 406 - Emergent Curriculum: Reflecting Learner Lives 3 credit(s)
- ECE 415 - Family Violence and Child Abuse 3 credit(s)
- ECE 430 - Play, Language, and Literacy 3 credit(s)

Concentration Courses (12 Credits Required)

General Early Childhood Education Concentration course options:

- ECE 306 - Play in Childhood 3 credit(s)
- ECE 352 - The Inclusive Early Childhood Education Classroom 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 432 - Children's Literature 3 credit(s)

Trauma Studies Concentration course options:

- ECE 416 - Separation, Deployment Trauma, and Early Development 3 credit(s)
- ECE 417 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 418 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 419 - Parent Incarceration and Its Impact 3 credit(s)

STEAM Concentration course options:

- ECE 435 - STEAM Integration of Science and Technology 3 credit(s)
- ECE 436 - STEAM Thinking, Reasoning and Discovering Mathematics 3 credit(s)
- ECE 437 - STEAM Integration of Engineering and Simple Robotics 3 credit(s)
- ECE 438 - STEAM Integration of Teaching and Learning STEAM 3 credit(s)

Elementary Education Courses (27 credits required)

- ED 305 - Social, Political, and Economic Foundations of Education 3 credit(s) (5 hours of Practicum)
- SPED 331 - The Student with Special Needs 3 credit(s) (15 hours of Practicum)
- ED 330 - Language and Literacy in A Diverse Classroom 3 credit(s) (10 hours of Practicum)
- ED 312 - The Art of Teaching Science 3 credit(s) (10 hours of Practicum)
- ED 331 - English Learner Methodologies in a Diverse Classroom 3 credit(s) (15 hours of Practicum) (Students are required to register for the RICA exam at the conclusion of ED 331)
- ED 362 - Teaching Thematically: Social Science and Visual/Performing Arts 3 credit(s) (10 hours of Practicum) (CSET 101 due)
- ED 355 - Utilizing and Infusing Technology into Teaching 3 credit(s)
- ED 348 - Cognitive Development and Mathematics 3 credit(s) (10 hours of Practicum) (CSET 214)
- ED 372 - Healthy Children and Classroom Communities 3 credit(s) (CSET 103 due)

Special Education Courses (15 Credits Required)

- SPED 361 - Instructing Students with Mild to Moderate Support Needs 3 credit(s)
- SPED 351 - Collaboration and Communication 3 credit(s)
- SPED 341 - Behavior Intervention and Program Planning 3 credit(s)
- SPED 359 - Assessment Methods in Special Education 3 credit(s)
- SPED 315 - Transition and Career Planning 3 credit(s)

Directed Teaching Courses (10 Credits Required)

- ED 378 - Teacher as Leader 2 credit(s) (CalTPA Instructional Cycle 1 due)
- SPED 391 - Directed Teaching I 3 credit(s)
- ED 379 - Assessment and Management 2 credit(s) CalTPA Instructional Cycle 2 due
- SPED 392 - Directed Teaching II 3 credit(s)

Recommendation for a Preliminary Teaching Credential

Students must have the following credential items completed and on file with the Credential Office to be recommended to the State of California for a Preliminary Teaching Credential:

- A bachelor's degree or higher from an accredited institution with an official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC) issued permit;
- A valid negative TB test;
- Completion of U.S. Constitution requirement;
- Passing CSET: Multiple Subjects scores;
- Passing scores for CalTPA Instructional Cycle 1: Learning About Students and Planning Instruction and CalTPA Instructional Cycle 2: Assessment-Driven Instruction;
- Certification of infant, child, and adult CPR training; and
- Passing RICA scores.

All credential items must be valid at the time of credential recommendation. A cumulative grade point average of 3.0 or above is required for the credential coursework

At the end of the student teaching semester, the teacher candidate's faculty advisor and the Credential Analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the Credential Analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have

not been met, the Credential Analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. **Teacher candidates cannot receive their credential until they have paid for it on the CTC website.** Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to clear their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

California Teaching Performance Assessment (CalTPA)

The California Teaching Performance Assessment (CalTPA) is a state-mandated requirement for all candidates pursuing a Preliminary Multiple Subject Teaching Credential. The CalTPA is designed to assess a candidate's knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs).

Effective July 1, 2008, all candidates enrolled in a Commission-approved teacher preparation program must fulfill the Teaching Performance Assessment (TPA) requirement. Candidates who begin a program on or after July 1, 2018, are required to complete the revised version of the CalTPA, which includes two instructional cycles focusing on planning, instruction, assessment, and reflection. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles must be completed during student teaching.

Candidates pursuing the Preliminary Education Specialist Credential are required to complete and pass the California Teaching Performance Assessment (CalTPA) for Education Specialists. Completion of the CalTPA is a state-mandated requirement for all candidates enrolled in a Preliminary Education Specialist program as of July 1, 2022.

The revised CalTPA is structured around two instructional cycles based on the pedagogical sequence of plan, teach, and assess, reflect, and apply. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA cycles must be completed during student teaching.

Bilingual Authorization Spanish / Bilingual Authorization Mandarin

Program Overview

To support the goals of the California 2030 statewide initiative to expand bilingual programs, there is an increasing need for qualified dual-language educators. Dual- language immersion programs typically require teachers to hold a Bilingual Authorization or equivalent certification that permits instruction in a bilingual setting. TK-12 students enrolled in dual-language programs benefit significantly from instruction provided by teachers who are both bilingual and biliterate. The program is offered contingent upon a minimum of ten students in need of authorization.

Basic Program Information

- Total program credits: 9
- Length of Program: 3 terms
- Location: Online, Pasadena

Program Admissions Requirements: Program-Specific Admissions Requirements can be found here: Admissions Policies

Tuition and Fees: Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Licensure/Certification

The Bilingual Authorization is available post-credential as an add-on for teachers with a valid California Preliminary or Clear Teaching Credential who have met the authorization to teach English language learners. Pacific Oaks College candidates can pursue the Bilingual Authorization concurrently while seeking their Preliminary Multiple Subject Teaching Credential.

Practicum Requirements

All Bilingual Authorization candidates will complete 75 hours of supervised practicum in a dual language setting. Concurrent candidates will also complete 8 of their 16 weeks of student teaching in a dual language setting.

Admissions Requirements for Concurrent Pacific Oaks Candidates

- Application and fee
- Transcripts
- Minimum 3.0 GPA
- Letters of Recommendation
- Verification of completion of Initial Credential Requirements (Basic Skills, U.S. Constitution, CSETs 101, 214, 103))
- Verify completion of core credential courses
- Screen for language proficiency (CSET: Literacy)
- Assess applicant's application for the program through an interview
- Accept or deny application

Admissions Requirements for Post-Credential Candidates

- Application and fee
- Transcripts
- Minimum 3.0 GPA
- Letters of Recommendation
- Verification of completion of Initial Credential Requirements (Valid Preliminary or Clear California Multiple Subject Credential)
- Verification of authorization to teach English Learners
- Screen for language proficiency (CSET III)
- Assess applicant's application for the program through an interview
- Accept or deny application

Distinctive Academic Program Features

The Bilingual Authorization program is aligned with the college's core values and mission of preparing students to be culturally intelligent agents of change serving diverse communities. Candidates apply theory and pedagogy learned in courses through 75 hours of hands-on experience in high-quality dual language settings. Bilingual Authorization candidates will receive ongoing support from expert bilingual education practitioners during their coursework, a highly qualified Mentor Teacher during their fieldwork/clinical practice, and a faculty advisor with expertise in bilingual education.

Prospective Student

The prospective candidate is either a current Multiple Subject Credential candidate at Pacific Oaks or a post-credential candidate with a valid preliminary or clear Multiple Subject Credential. Pacific Oaks credential candidates must complete their Multiple Subjects Credential and the CSET (Mandarin or Spanish) prior to admission. Prospective candidates are bilingual in Spanish or Mandarin and seeking certification to teach in a dual language TK-12 setting in California.

Career Paths/Outcomes

Bilingual Authorization is an increasingly sought-after credential among teacher candidates, district partners, and faculty. There is a growing need to increase the number of highly qualified bilingual educators to support the expansion of dual-language programs and the rising population of emergent bilingual students in California schools. Candidates who earn the Bilingual Authorization benefit from enhanced employability and expanded career opportunities.

Bilingual Authorization Spanish

Core Courses

- ED 730 - Foundations in Bilingual Education 3 credit(s)
- ED 740 - Cultural and Linguistic Influences on Latino/a Students 3 credit(s)
- ED 780 - Methodology for Spanish Language Instruction in Dual Language Immersion 3 credit(s)

Bilingual Authorization Mandarin

Core Courses

- ED 730 - Foundations in Bilingual Education 3 credit(s)
- ED 741 - Cultural and Linguistic Influences on Chinese Americans 3 credit(s)
- ED 781 - Methodology for Mandarin Language Instruction in Dual Language Immersion 3 credit(s)

Doctor of Education, Early Childhood Education

Total Credit Hours Required: 60 credits

Maximum Allowable Transfer Credits: Transfer credit and waiver of courses are not accepted in the EdD ECE program.

Program Admissions Requirements:

Admission to the doctorate program is open to any person who meets entrance requirements as outlined below. Applicants will be judged on their overall ability to successfully complete a graduate degree program at the doctoral level. A conferred master's degree in Early Childhood Education, Child Development, Human Development, Education, or a related field with a cumulative GPA of 3.0 or higher on a 4.0 scale* is required for admission.

Factors and materials required for program admission include:

- Completed Application for Admission
- Application Fee
- Personal Statement
- Resume'/CV
- Interview
- Official Transcripts from all higher education institutions attended
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successful completion of a master's degree in Early Childhood Education, Child Development, Human Development, Education, or a related field

*Subject to appeal

Tuition and Fees: Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Licensure Disclosures: The EdD in ECE degree does not qualify a student for a CA K-12 teaching or service credential.

Number of Admit Terms Per Year: 1 (Fall semester)

Program Overview and Philosophy

For 80 years, Pacific Oaks College & Children's School has embraced the founding values of social justice, inclusivity, diversity, and respect. These values are the core of the Doctor of Education (EdD) in Early Childhood Education program. Coursework is designed to connect the institution's values to early childhood education, with a focus on children from birth to age eight. The EdD in ECE prepares students to be teacher educators and leaders in applied early childhood research, early childhood program design and evaluation, teaching in higher education, administrating early childhood programs, and early childhood policy analysis.

The program is designed to be completed in three academic years, with an embedded Doctoral Research Project. Each course includes synchronous and asynchronous online learning and follows a seven-week term timeline.

Program Learning Outcomes (PLOs)

1. Integrate the values of social justice, diversity, inclusivity, and respect in the field of Early Childhood Education.
2. Understand and articulate critical issues relevant to the field.
3. Demonstrate detailed knowledge specific to early childhood.
4. Develop mastery in analyzing, interpreting, and creating scholarly, research-based doctoral level essays/projects grounded in early childhood theory and practice.
5. Demonstrate the ability to plan, design and implement an original Doctoral Research Project significant to early childhood.

Program-Specific Requirements

This is a year-round cohort-based program, including required enrollment during the summer terms of year one and two. Online attendance (synchronous and asynchronous) includes two 8-week terms in the fall and spring and two 8-week terms in summer.

Doctoral Research Project

The program's research course sequence is designed to promote successful completion of the Doctoral Research Project concurrent with course completion. Year One's research coursework includes an exploration of research theory, design, and methods. Students will also examine models of applied research. During Year Two, students complete their Literature Review and prepare their Doctoral Research Project Proposal. Upon completion of the comprehensive review, candidates may officially begin to collect data, and Year Three's research courses are designed to support completion of the Doctoral Research Project.

All-but-Doctoral Research Project (ABD) Status

Students who complete their coursework and have yet to complete their Doctoral Research Project have up to seven years (including the years completing required coursework) to complete their degree. While continuing to work on their Doctoral Research Project, students must enroll in ECE 900E Extension of Doctoral Research Project for zero credits each semester until the Doctoral Research Project is completed.

Residence Requirement

Students must fulfill all degree requirements through courses offered at Pacific Oaks College.

Course Length

Please refer to the program course and delivery section found here: Academic Calendar

Graduation requirements

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they expect to complete their degree requirements. Students must submit the application, settle all outstanding fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the degree to be awarded. A cumulative grade point average of 3.0 is required for good academic standing and for graduation.

Curriculum

Year One: Foundations/Introduction to Core Values

- ECE 700 - Introduction to Doctoral Coursework 3 credit(s)
- ECE 701 - Doctoral Research I: Research Theory, Design & Methods 3 credit(s)
- ECE 702 - Social Justice in Early Childhood Education 3 credit(s)
- ECE 703 - Foundations of Early Childhood: Teaching & Leading ECE Programs 3 credit(s)
- ECE 704 - Exploring Issues in Diversity 3 credit(s)
- ECE 705 - Doctoral Research II: Models of Applied Research 3 credit(s)
- ECE 706 - Inclusivity in Early Childhood Programs 3 credit(s)
- ECE 707 - Anti-Bias Education in Early Childhood 3 credit(s)

Year Two: Leading Early Childhood Programs

- ECE 800 - Best Practices for Effective Leadership: The Early Childhood Lens 3 credit(s)
- ECE 801 - Doctoral Research III: The Literature Review 3 credit(s)
- ECE 802 - Organizational Leadership: Leading Early Childhood Programs 3 credit(s)
- ECE 803 - Essential Communication Skills for Early Childhood Leaders 3 credit(s)
- ECE 804 - Doctoral Research IV: The Proposal 3 credit(s)
- ECE 805 - The Inclusive Early Childhood Leader 3 credit(s)
- ECE 806 - Facilitating & Leading through Diversity, Inclusion & Respect 3 credit(s)
- ECE 807 - Leading through Change: An Early Childhood Perspective 3 credit(s)

Year Three: The Doctoral Research Project and Social Justice

- ECE 900A - Doctoral Research Project I: Data Collection 1 credit(s)
- ECE 900B - Doctoral Research Project II: Data Analysis 1 credit(s)
- ECE 900C - Doctoral Research Project III: Final Writeup and Defense 1 credit(s)
- ECE 901 - Social Justice Initiatives: Historical Perspectives to Present Day 3 credit(s)
- ECE 902 - Philosophy and Ethics in Early Childhood 3 credit(s)
- ECE 903 - Leadership in Early Childhood Education Utilizing a Social Justice Approach 3 credit(s)

Extension Courses

- ECE 801E - Extension of the Literature Review 0 credit(s)
- ECE 804E - Extension of the Proposal 0 credit(s)
- ECE 900E - Extension of Doctoral Research Project 0 credit(s)

Master of Arts in Early Childhood Education

Generalist 30 credits

With Trauma Specialization 33 credits

With OLM Specialization 33 credit

Locations

Pasadena, Online, and off-campus locations*

*Availability of off-campus locations depends on enrollment

Program Overview

Pacific Oaks' MA degree in Early Childhood Education prepares graduates to integrate Pacific Oaks' transformative approach to early childhood education into leadership roles in public schools, childcare programs, state agencies, and a variety of nonprofits serving children and families. This MA degree does **not** qualify a student for a CA K-12 teaching or service credential.

Program Learning Outcomes

1. Evaluate national trends, theory, and research-based educational and administrative practices in early childhood education leadership.
2. Conduct observations for typically and atypically developing children in an early childhood setting. Utilize and evaluate various assessment tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement, and evaluate educational curricula for the cognitive, social, and emotional needs of students in an early childhood environment.
4. Identify concerns evident in the classroom and formulate solutions to address these concerns. Advocate for children and families in the resolution of them.
5. Design and implement outcome- based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
6. Demonstrate critical thinking and creative processes through ethical and professional decision-making working with children, families, communities, and educational leadership in the early childhood field. Evaluate the impact of these decisions.

Graduation Requirements

Students are required to submit the Petition for Degree Completion and fee to the Office of the Registrar the semester before they anticipate completing their degree requirements. Students must submit the application, settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the degree to be awarded.

Students must submit the Petition for Degree Completion and fee to the Office of the Registrar during the semester before they anticipate completing their degree requirements. Students must also settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded. A cumulative grade point average of 3.0 is required for graduation.

PORTFOLIO NOTICE - ECE 660:

To successfully complete the portfolio and meet program degree requirements, students must earn minimum grade of B in ECE 660 and submit all required portfolio elements to the required portfolio platform for ECE 660. A final grade below B will require a repeat of the course.

Number of Admit Terms per Year:

Ground (3):

- Fall Session I*
- Spring Session I*
- Summer Session I*

*Dependent upon enrollment, options available each term

Online (6):

- Fall Session I and II
- Spring Session I and II
- Summer Session I and II

Program Requirements

Bachelor's degree or higher in Early Childhood Education, Child Development, or a related field from an Institutionally accredited college or university; OR bachelor's degree or higher (any major) and preferred prerequisite coursework in: (1) social, emotional, and moral development in early childhood Education, and (2) methods and research related to the observation of young children.

All 30 credits of Pacific Oaks coursework must be taken at Pacific Oaks to fulfill the requirements for the MA in Early Childhood Education with the concentration in ECE Generalist Studies. Students who select the Trauma Studies Specialization or the OLM concentration will complete 33 credits of coursework at Pacific Oaks.

All ground courses are considered Blended as each has an online component.

MA ECE with Generalist = 30 credits (18 credits of MA ECE core curriculum and 12 credits of Generalist courses)

MA ECE with Trauma Studies Concentration = 33 credits (18 credits of MA ECE core curriculum and 15 credits of Trauma courses)

MA ECE with Organizational Leadership and Management Concentration (OLM) = 33 credits (18 credits of MA ECE core curriculum and 15 credits of OLM courses.

MA ECE Core Curriculum (18 credits)

Students still requiring further coursework to complete bachelor's degree requirements will work with their faculty advisor to add further electives to their coursework to complete requirements. All 18 credits required.

- ECE 500 - Advanced Seminar in Early Childhood Education 3 credit(s)
- ECE 510 - Understanding Assessment and Research in Early Childhood Education 3 credit(s)
- ECE 530 - Public Policy and its Impact on Children and Families 3 credit(s)
- ECE 540 - Creating Responsive Communities for All Families 3 credit(s)
- ECE 650 - Management of Childcare Programs 3 credit(s)
- ECE 660 - Action Research Project 3 credit(s)

Generalist (12 credits)

- ECE 520 - Balancing Ethical and Moral Considerations in Leadership in Early Childhood Education 3 credit(s)
- ECE 600 - The Impact of Privilege and Oppression in Early Childhood Educational Settings 3 credit(s)
- ECE 643 - Special Topics in Leadership in Early Childhood Education 2 credit(s)
- ECE 644 - Special Topics in Leadership in Early Childhood Education 2 credit(s)
- ECE 645 - Special Topics in Leadership in Early Childhood Education 2 credit(s)

Trauma Studies Specialization (15 credits)

Today's young children can face an enormous amount of trauma in their lives, so it is more important than ever that early childcare education providers understand how to detect the signs and symptoms of trauma stemming from life events like divorce, death, domestic violence, child abuse, deployment, and immigration. The Early Childhood Education Trauma Specialization equips students with the knowledge, tools, and techniques to help guide and support children facing tremendous strain at a highly impressionable time in their lives.

For 80 years Pacific Oaks has played a crucial role in the development of early childhood education in the United States. The Early Childhood Education Trauma Studies Specialization will provide students with an advantage and focused area of study that allows them to acknowledge the life experiences of, attend to children's needs, and assist in finding the right help for children and families in crisis.

Students select 15 credits from the courses below to fulfill the Trauma Studies Specialization.

- ECE 651 - Family Violence and Child Abuse 3 credit(s)
- ECE 652 - Separation, Deployment Trauma and Early Development 3 credit(s)
- ECE 653 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 654 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 655 - Parent Incarceration and Its Impact 3 credit(s)
- ECE 656 - Trauma and Early Development 3 credit(s)

Organizational Leadership and Management Specialization (15 credits)

Pacific Oaks' MA degree in Early Childhood Education with Organizational Leadership and Management Specialization prepares graduates to integrate Pacific Oaks' transformative approach to early childhood education into leadership roles in public schools, childcare programs, state agencies, and a variety of nonprofits serving children and families.

The specialization in Organizational Leadership and Management is based upon the theory that leadership requires knowledge, skill, and deep self-knowledge to be authentic, and that authentic leadership is essential to creating organizations with sustainable value. Graduates from our MA in Early Childhood Education with Organizational Leadership and Management Concentration will understand that establishing responsible and ethical relationships, valuing and respecting each individual, and leading with passion and purpose are all necessary to ensure that organizations achieve goals that are aligned with the public good.

Through the development of management and leadership competencies grounded upon respect for human capacity, graduates will be prepared to become leaders of change, able to navigate the complexity and unpredictability of various organizations and to transcend cultural, political, and national barriers.

Students pursuing the Master's in Early Childhood Education with a specialization in Organizational Leadership and Management (OLM) will complete the specialization coursework through the OLM program. This program is delivered online and includes a required synchronous component. Students wishing to participate asynchronously in any given week of a course must get the instructor's approval. The request for asynchronous participation must be submitted and approved before the start of each week in which the student wishes to participate asynchronously. Failure to obtain approval in advance may result in the student being unable to participate asynchronously and may result in no credit being awarded for that week. Students who miss three or more class sessions in a course, regardless of format, will not pass the course

This MA degree does not qualify a student for a CA K-12 teaching or service credential

Students pursuing the on-ground course of study may also have the opportunity to enroll in online courses. All on-ground courses include an online component.

The MA program provides the coursework required for the Director permit in California.

Students select 15 credits from the courses below to fulfill the OLM concentration requirements.

- OLC 500 - Leadership and Organizational Behavior 3 credit(s)
- OLC 508 - Essentials of Human Resources 3 credit(s)

- OLC 510 - Data Driven Decision Making 3 credit(s)
- OLC 514 - Strategic Planning and Decision Making 3 credit(s)
- OLC 521 - Business Principles for Leaders 3 credit(s)
- OLC 528 - Human Diversity and Ethics 3 credit(s)
- OLC 535 - Project Management and Teams 3 credit(s)
- OLC 542 - Managing External Relationships 3 credit(s)
- OLC 548 - Marketing Strategies and Competitive Intelligence 3 credit(s)

Master of Arts in Education Degree Programs

- Master of Arts in Education Elementary Education
  This MA degree option integrates preparation for the Preliminary Multiple Subject Teaching Credential

- Master of Arts in Education Special Education
  This MA degree option integrates preparation for the Preliminary Education Specialist Teaching Credential

The Master of Arts degree with credential programs (Elementary Education or Special Education) focus on strategies of inclusion, issues of equity, social justice, and cultural competence. These programs are based on the principles of development theory and the standards of the California Commission on Teacher Credentialing:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach themes.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Master of Arts in Education: Elementary Education

This degree option integrates preparation for the Preliminary Multiple Subject Teaching Credential

Licensure Disclosure: For information on where Pacific Oaks College's meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

43 Credits with Master of Arts

37 Credits for Stand-Alone Credential Option

Locations

Pasadena, Online

Program Overview

The Master of Arts in Education Elementary Education integrates preparation for the Preliminary Multiple Subject Teaching Credential and prepares students to take the next step in their professional journey by combining the

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 an 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. All Pasadena courses have an online component; either blended with face-to-face instruction on campus, or fully online.

The Master of Arts in Education Elementary Education with the Preliminary Multiple Subject Teaching Credential is designed for candidates dedicated to instructional leadership in the TK-8 self-contained setting. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subject Teaching Credential and meet requirements for a Master of Arts degree in Education: Elementary Education.

Program Learning Outcomes

1. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standards-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.
2. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
3. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging, and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
4. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
5. Demonstrate the use of effective strategies to create and maintain effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
6. Reflect and articulate through effective communication, collaboration, and engagement with parents/caregivers, teachers, administrators, and community members for the continued development as a professional educator.
7. Conduct and design a pedagogical research project through a theoretical framework in the investigation and implementation of educational theories with diverse student populations.
8. Collect, analyze, and examine research data to interpret the current research-based practices with diverse populations within our educational and societal structure.
9. Synthesize and summarize research findings to critically and concisely explain a supportively cohesive relationship between theory and practice within a research project.
10. Demonstrate current research-based practices and articulate pedagogical and foundational theories in education.

Number of Admit Terms per Year:

Ground (3)

- Fall Session I

- Spring Session I*
- Summer Session I*

*Dependent upon enrollment

Online (6)

- Fall Session I and II*
- Spring Session I and II*
- Summer Session I and II*

*Dependent upon enrollment

Program Requirements

Students must fulfill all 43 required credits through courses offered at Pacific Oaks College.

All ground courses are considered Blended as each has an online component.

MA in Education Elementary Education Curriculum (43 credits)

- ED 509 - Learning Theories and the Social, Political, and Economic Factors that have Influenced Education 3 credit(s)
- ED 530 - Advanced Language and Literacy in a Diverse Classroom 3 credit(s)
- SPED 563 - Teaching Students w/ Mild to Moderate Support Needs: Inclusive Environments 3 credit(s)
- ED 531 - Teaching and Learning Methodologies for English Language Development 3 credit(s) (Registration for the RICA exam required)
- ED 560 - Integrated Thematic Instruction: Methods of Teaching Social Science and Visual/Perf. Arts 3 credit(s)
- ED 552 - The Art of Teaching Science: Inspiring Curiosity, Analytic Thinking, and Scientific Inquiry 3 credit(s)
- ED 549 - Contemporary Methodologies in Teaching Mathematics 3 credit(s)
- ED 573 - Healthy Children and Classroom Communities: Cultivating a Safe and Productive Learning Environment 3 credit(s)
- ED 556 - Utilizing Technology for Learning in the 21st Century Classroom 3 credit(s)
- ED 693 - Research in the Art of Teaching 3 credit(s)
- ED 694 - Action Research in Accomplished Teaching 3 credit(s)
- ED 578 - Advanced Teacher as Leader 2 credit(s)
- ED 593 - Directed Teaching Placement I 3 credit(s)
- ED 579 - Advanced Assessment and Management 2 credit(s)
- ED 594 - Directed Teaching Placement II 3 credit(s)

Program Advising

Every student has an assigned faculty advisor who can provide program-specific advisement related to a specific program field. The advisors are a resource for specific questions candidates may have about classes and curriculum.

Every student has access to the Credential Analyst to help navigate the specifics of the state Credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature

of public Education. It is important for candidates to work closely with the Credential Analyst to understand and educate themselves on the specifics of their credentialing requirements.

Student Agreement

To ensure that graduates of Pacific Oaks' teaching Credential programs can meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for Admission to Credential programs must enter into a student agreement.

The student agreement gives Pacific Oaks the right to suspend or terminate the candidate's participation in the Credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute Grounds for denial of a Credential;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a Credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with Pacific Oaks' recommendation of the candidate for an Education Credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a Credential.

Student Assistance, Notice of Need to Improve, And Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality Standards throughout its Credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any Credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form.
3. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
4. The candidate is identified as being unsuited for the Education profession and is recommended for dismissal from the program.

5. Upon receiving a Candidate Assistance Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. This Candidate Assistance Team will discuss any recommended plan of improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

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, they must submit a Graduation Application to the Office of the Registrar. Students must submit the application, settle fees with the Business Office, satisfy deficiencies, and be in good standing in their program for the master's degree to be awarded. The degree will be conferred upon successful completion of academic coursework. Recommendation for credentials will be submitted to CTC upon completion of all credential requirements.

Please Note: A cumulative grade point average of 3.0 or above in credential coursework *is required for the credential.*

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores for Math and Literacy;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and
- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Intern Credential for Preliminary Education Specialist or Multiple Subject Teaching Credential Candidates

The Intern Credential is an alternative route for candidates in graduate-level programs to obtain a Preliminary Teaching Credential. The Intern Credential allows candidates to complete their teacher preparation coursework concurrent with

their first year or two in a paid teaching position. If the district has a teaching vacancy, they cannot fill with a credentialed teacher, then a qualified preliminary credential candidate may be hired as an intern teacher. Intern teachers receive a full salary and benefits. To become eligible for an intern credential, candidates must meet the following pre-requisites and have a pending job offer at a public, charter, or nonpublic school. Nonpublic schools are private, nonsectarian, and certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). Intern credentials are site specific and cannot be issued for intern placements at private schools unless they fall into the nonpublic category. The Credentials Office recommends candidates for intern credentials on a rolling basis throughout the academic year. Candidates approved for the Education Specialist intern credential will take ED 700 Intern Seminar I (3 Credits) or ED 701 Intern Seminar II (3 Credits) in place of the Directed Teaching courses for student teaching and will be required to take workshops to support their CalTPA requirements.

Candidates must have met all the following pre-requisites to be eligible for internship:

- hold a bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- submit a valid Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- verify completion of U.S. Constitution requirement;
- fulfill 120-hour pre-service requirement through the following coursework:
    - ED 530 Methods of Teaching Language and Literacy in a Diverse Classroom
    - ED 531 Teaching and Learning Methodologies for English Language Development
    - SPED 563 Teaching Students with Mild to Moderate support needs: Creating Inclusive Learning Environments
- demonstrate subject matter competence with passing CSET scores;
- maintain a cumulative GPA of at least 3.0 in credential coursework (grades of "D" and "X" are not accepted);
- submit a valid TB Test (skin tests are valid for 4 years, chest x-rays are valid for 8 years);
- complete an interview with faculty advisor, dean, and credential analyst.

Candidates should contact the Credential Analyst as soon as possible to express their intent to become intern eligible. The Credential Analyst will work closely with the candidate to ensure they are meeting their intern pre-requisites.

ED 703A Intern Seminar**:** Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per session.

Recommendation for a Preliminary Teaching Credential

The following credential items must be completed and on file with the Credentials Office to be recommended to the state of California for a Preliminary Teaching Credential:

- bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- valid negative TB test;
- completion of U.S. Constitution requirement;
- passing CSET: Multiple Subjects scores or equivalcency courses;
- passing scores for CalTPA Instructional Cycle 1: Math and CalTPA Instructional Cycle 2: Literacy;
- certification of infant, child, and adult CPR training;

All credential items must be valid at the time of credential recommendation.

At the end of the student teaching semester, the teacher candidate's faculty advisor and the credential analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the credential analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have not been met, the credential analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. **Teacher candidates cannot receive their credential until they have paid for it on the CTC website.** Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to "clear" their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

California Teaching Performance Assessment (CalTPA)

The California Teaching Performance Assessment (CalTPA) is a state-mandated requirement for all candidates pursuing a Preliminary Multiple Subject Teaching Credential. The CalTPA is designed to assess a candidate's knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs).

Effective July 1, 2008, all candidates enrolled in a Commission-approved teacher preparation program must fulfill the Teaching Performance Assessment (TPA) requirement. Candidates who begin a program on or after July 1, 2018, are required to complete the revised version of the CalTPA, which includes two instructional cycles focusing on Math and Literacy. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles must be completed during student teaching.

The revised CalTPA is structured around two instructional cycles based on the pedagogical sequence of plan, teach, and assess, reflect, and apply. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles must be completed during student teaching.

Candidates pursuing the Preliminary Education Specialist Credential are required to complete and pass the California Teaching Performance Assessment (EdSpCalTPA) for Education Specialists. Completion of the EdSpCalTPA is a state-mandated requirement for all candidates enrolled in a Preliminary Education Specialist program as of July 1, 2022.

Master of Arts in Education: Special Education

(This MA degree option integrates the preparation for the Preliminary Education Specialist Teaching Credential)

Licensure Disclosure: For information on where Pacific Oaks College's meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

43 Credits with Master of Arts

37 Credits for Stand Alone Credential Option

Locations

Pasadena, Online

Program Overview

The MA in Education Special Education integrates the preparation for the Preliminary Education Specialist Teaching Credential (Mild to Moderate support needs) and provides students with a fundamental knowledge base for educating and developing learning environments for children from kindergarten through age 22. The curriculum is based on a constructivist framework responsive to multiple sources of diversity in children's education. As actively engaged participants, candidates in this 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.

The capstone for the master's degree component consists of two three-semester credit courses (Research in the Art of Teaching and Action Research in Accomplished Teaching). At this program's completion, candidates can be recommended for a master's degree and a California teaching credential.

Program Learning Outcomes

1. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
2. Examine cross-cultural educational issues in order to determine instructional and assessment strategies that enhance learning of students with mild to moderate support needs.
3. Integrate research based best practices into instruction of students with mild to moderate support needs.
4. Communicate, collaborate, and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators.
5. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild to moderate support needs.
6. Use effective methods to teach reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.
7. Combine authentic and effective engagement with best practices in education to respond to the unique needs and experiences of diverse learners and their learning communities.

Number of Admit Terms per Year:

Ground (3)

- Fall Session I
- Spring Session I
- Summer Session I

*Dependent upon enrollment

Online (6)

- Fall Session I and II*
- Spring Session I and II*
- Summer Session I and II*

*Dependent upon enrollment

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and
- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FSW), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Subject matter proficiency may be demonstrated through one of the following options:

- Passing subject matter examinations for the CSET (California Subject Examinations for Teachers).
- Completion of Subject Matter Review (e.g., degree completion in the approved academic subject areas, Completion of a combination of coursework and examination(s) that meets or exceeds the subject matter domains).
- Successful completion of coursework at one or more regionally accredited institutions of higher education that address each of the domains of the subject matter requirements.

Program Requirements

All 43 credits for Pacific Oaks coursework must be taken to fulfill the requirements for the MA in Education with Preliminary Education Specialist Teaching Credential (mild/moderate). Six semester credits may be transferred into the student's MA program from another MA degree program in a related field from other institutionally accredited colleges or universities or from a Pacific Oaks College program if the program did not already lead to completion of a degree.

Curriculum 43 credits

Students still requiring further coursework to complete bachelor's degree requirements will work with their faculty advisor to add further electives to their coursework to complete requirements.

- ED 509 - Learning Theories and the Social, Political, and Economic Factors that have Influenced Education 3 credit(s)
- ED 530 - Advanced Language and Literacy in a Diverse Classroom 3 credit(s)

- SPED 563 - Teaching Students w/ Mild to Moderate Support Needs: Inclusive Environments 3 credit(s)
- ED 531 - Teaching and Learning Methodologies for English Language Development 3 credit(s)
- SPED 562 - Studies of Assessment in Special Education and Transition Planning 3 credit(s)
- SPED 542 - Behavior Assessments, Interventions, and Positive Support Methods 3 credit(s)
- ED 549 - Contemporary Methodologies in Teaching Mathematics 3 credit(s)
- ED 573 - Healthy Children and Classroom Communities: Cultivating a Safe and Productive Learning Environment 3 credit(s)
- SPED 552 - Communication and Collaboration: Developing Student, Family, and School Community Partnerships 3 credit(s)
- ED 693 - Research in the Art of Teaching 3 credit(s)
- ED 694 - Action Research in Accomplished Teaching 3 credit(s)
- ED 578 - Advanced Teacher as Leader 2 credit(s)
- SPED 591 - Directed Teaching Placement I 3 credit(s)
- ED 579 - Advanced Assessment and Management 2 credit(s)
- SPED 592 - Directed Teaching Placement II 3 credit(s)
- ED 700 - Intern Seminar I 3 credit(s) (in place of SPED 591 for intern candidates only)
- ED 701 - Intern Seminar II 3 credit(s) (in place of SPED 592 for intern candidates only)
- ED 703A - Intern Seminar
  Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per sesssion.
- ED 703B - Student Teaching Seminar
  A 0-credit course for candidates in the traditional program who complete student teaching but do not fulfill all credential requirements CalTPA). Candidates will remain enrolled until all credential requirements have been met. The fee is $175 per session)

Program Advising

Every student has an assigned faculty advisor who can provide program-specific advisement related to a specific program field. The advisors are a resource for specific questions candidates may have about classes and curriculum.

Every student has access to the Credential Analyst to help navigate the specifics of the state Credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public Education. It is important for candidates to work closely with the Credential Analyst to understand and educate themselves on the specifics of their credentialing requirements.

Student Agreement

Credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute Grounds for denial of a Credential;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a Credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with Pacific Oaks' recommendation of the candidate for an Education Credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a Credential.

Student Assistance, Notice of Need to Improve, and Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality standards throughout its credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any Credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form.
3. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
4. The candidate is unsuited for the Education profession and is recommended for dismissal from the program.
5. Upon receiving an Improvement Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. The Director of Fieldwork will discuss any recommended plan for improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

Graduation Requirements

Students are required to submit the Petition for Degree Completion and fee to the Office of the Registrar the semester before they anticipate completing their degree requirements. Students must submit the application, settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the master's degree to be awarded. The degree will be conferred upon successful completion of academic coursework. Recommendation for credential will be submitted to CTC upon completion of all credential requirements.

Note: A cumulative grade point average of 3.0 in credential coursework is required for the credential.

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must

complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and
- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Intern Credential

The Intern Credential is an alternative route for candidates in graduate-level programs to obtain a Preliminary Teaching Credential. The Intern Credential allows candidates to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. If the district has a teaching vacancy they cannot fill with a credentialed teacher, then a qualified preliminary credential candidate may be hired as an intern teacher. Intern teachers receive a full salary and benefits. To become eligible for an intern credential, candidates must meet the following pre-requisites and have a pending job offer at a public, charter, or nonpublic school. Nonpublic schools are private, nonsectarian, and certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). Intern credentials are site specific and cannot be issued for intern placements at private schools unless they fall in the nonpublic category. The Credentials Office recommends candidates for intern credentials on a rolling basis throughout the academic year.

Candidates must have met all the following pre-requisites to become eligible for an internship.

- hold a bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- submit a valid Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- verify completion of U.S. Constitution requirement;
- fulfill 120-hour pre-service requirement through the following coursework:
    - ED 530 Methods of Teaching Language and Literacy in a Diverse Classroom
    - ED 531 Teaching and Learning Methodologies for English Language Development
    - SPED 563 Teaching Students with Mild to Moderate support needs: Creating Inclusive Learning Environments
- demonstrate subject matter competence with passing CSET scores;
- maintain a cumulative GPA of at least 3.0 in credential coursework (grades of "D" and "X" are not accepted);
- submit a valid TB Test (skin tests are valid for 4 years, chest x-rays are valid for 8 years)

ED 703A Intern Seminar**:** Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per session.

ED 703B Student Teaching Seminar: a 0-credit course for candidates in the traditional program who complete student teaching but do not fulfill all credential requirements such as RICA or CalTPA). Candidates will remain enrolled until all credential requirements have been met. The fee is $175 per session)

Recommendation for a Preliminary Teaching Credential

The following credential items must be completed and on file with the Credentials Office to be recommended to the state of California for a Preliminary Teaching Credential:

- bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- valid negative TB test;
- completion of U.S. Constitution requirement;
- passing CSET: Multiple Subjects scores;
- certification of infant, child, and adult CPR training;

All credential items must be valid at the time of credential recommendation.

At the end of the student teaching semester, the teacher candidate's faculty advisor and the credential analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the credential analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have not been met, the credential analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. **Teacher candidates cannot receive their credential until they have paid for it on the CTC website.** Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to "clear" their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

Preliminary Education Specialist Teaching Credential

37 Credits

Licensure Disclosure: For information on where Pacific Oaks College's meets, does not meet, or has not determined if the program meets licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.pacificoaks.edu/admissions/admissions-requirements/licensure/

Locations

Pasadena, Online

Program Overview

The postgraduate Education Specialist Teaching Credential (Mild to Moderate support needs) provides students with a fundamental knowledge base for educating and developing learning environments for children with disabilities from kindergarten through age 22. The program's curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in the education of children. As actively engaged participants, candidates in this 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.

Program Learning Outcomes

1. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
2. Examine cross-cultural educational issues to determine instructional and assessment strategies that enhance learning of students with mild to moderate support needs.
3. Integrate research based best practices into instruction of students with mild to moderate support needs.
4. Communicate, collaborate, and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators.
5. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild to moderate support needs.
6. Use effective methods for teaching, reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.

Number of Admit Terms per Year:

Ground (3)

- Fall Session I
- Spring Session I
- Summer Session I

*Dependent upon enrollment

Online (6)

- Fall Session I and II*
- Spring Session I and II*
- Summer Session I and II*

*Dependent upon enrollment

Credential Program Admissions Process

In addition to the admission requirements listed in the Admissions sections of this catalog, applicants to any credential program must comply with the following Admissions procedures by the end of the first semester of enrollment to be fully admitted to the program and be able to register for subsequent classes:

- Candidates must obtain and submit verification of a Certificate of Clearance or hold a valid CTC-issued permit or Credential. The Certificate of Clearance is a document that verifies the candidate has completed the

California Commission on Teacher Credentialing fingerprint, character, and identification process. [Candidates are required to obtain a Certificate of Clearance prior to scheduling any coursework with a field experience component and/or prior to clinical practice (Practicum and Student Teaching).]

- Candidates must also submit a negative TB test (valid within four years) prior to scheduling coursework with a field experience component and/or clinical practice (Practicum and Student Teaching).
- Candidates who have coursework from other colleges/universities that may meet coursework requirements at Pacific Oaks should contact their faculty advisor for transcript review and approval by the Dean of the College.
- Candidates with international degrees who do not hold a U.S.-approved bachelor's degree or higher except in professional education must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the College and starting the first course.

Program Requirements

All 37 credits of Pacific Oaks coursework must be taken to fulfill the requirements for the Preliminary Education Specialist Instruction Credential. Credential coursework taken at other accredited institutions may be considered for transfer however no more than 6 credits.

Curriculum 37 credits

- ED 509 - Learning Theories and the Social, Political, and Economic Factors that have Influenced Education 3 credit(s)
- ED 530 - Advanced Language and Literacy in a Diverse Classroom 3 credit(s)
- SPED 563 - Teaching Students w/ Mild to Moderate Support Needs: Inclusive Environments 3 credit(s)
- ED 531 - Teaching and Learning Methodologies for English Language Development 3 credit(s)
- SPED 591 - Directed Teaching Placement I 3 credit(s)
- SPED 592 - Directed Teaching Placement II 3 credit(s)
- SPED 562 - Studies of Assessment in Special Education and Transition Planning 3 credit(s)
- SPED 542 - Behavior Assessments, Interventions, and Positive Support Methods 3 credit(s)
- SPED 552 - Communication and Collaboration: Developing Student, Family, and School Community Partnerships 3 credit(s)
- ED 573 - Healthy Children and Classroom Communities: Cultivating a Safe and Productive Learning Environment 3 credit(s)
- ED 578 - Advanced Teacher as Leader 2 credit(s)
- ED 579 - Advanced Assessment and Management 2 credit(s)
- ED 549 - Contemporary Methodologies in Teaching Mathematics 3 credit(s)
- ED 700 - Intern Seminar I 3 credit(s)
  (in place of SPED 591 for intern candidates only)
- ED 701 - Intern Seminar II 3 credit(s)
  (in place of SPED 592 for intern candidates only)
- ED 703A - Intern Seminar
  Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per session.
- ED 703B - Student Teaching Seminar

A 0-credit course for candidates in the traditional program who complete student teaching but do not fulfill all credential requirements: CalTPA). Candidates will remain enrolled until all credential requirements have been met. The fee is $175 per session)

Program Advising

Every student has an assigned faculty advisor who can provide program-specific advisement related to a specific program field. These advisors are a resource for specific questions candidates may have about classes and curriculum.

Every student has access to the Credential Analyst to help navigate the specifics of the state Credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public Education. It is important for candidates to work closely with the Credential Analyst to understand and educate themselves on the specifics of their credentialing requirements.

A bachelor's degree is a requirement for the Preliminary Education Specialist Teaching Credential.

Student Agreement

To ensure that graduates of Pacific Oaks' teaching Credential programs can meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for Admission to Credential programs must enter into a student agreement.

The student agreement gives Pacific Oaks the right to suspend or terminate the candidate's participation in the Credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute Grounds for denial of a Credential;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a Credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with Pacific Oaks' recommendation of the candidate for an Education Credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a Credential.

Student Assistance, Notice of Need to Improve, and Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality Standards throughout its Credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any Credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork

assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form.
3. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
4. The candidate is identified as being unsuited for the Education profession and is recommended for dismissal from the program.
5. Upon receiving an Improvement Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. This Director of Fieldwork will discuss any recommended plan for improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

Graduation Requirements

Students are required to submit the Petition for Degree Completion and fee to the Office of the Registrar the semester before they anticipate completing their degree requirements. Students must submit the application, settle all outstanding debts with the Student Accounts Office, satisfy any deficiencies, and be in good standing in their program for the master's degree to be awarded. The degree will be conferred upon successful completion of academic coursework. Recommendation for credential will be submitted to CTC upon completion of all credential requirements.

Note: A cumulative grade point average of 3.0 or above in credential coursework is required for the credential.

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and

- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Intern Credential

The Intern Credential is an alternative route for candidates in graduate-level programs to obtain a Preliminary Teaching Credential. The Intern Credential allows candidates to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. If the district has a teaching vacancy they cannot fill with a credentialed teacher, then a qualified preliminary credential candidate may be hired as an intern teacher. Intern teachers receive a full salary and benefits. To become eligible for an intern credential, candidates must meet the following pre-requisites and have a pending job offer at a public, charter, or nonpublic school. Nonpublic schools are private, nonsectarian, and certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). Intern credentials are site specific and cannot be issued for intern placements at private schools unless they fall in the nonpublic category. The Credentials Office recommends candidates for intern credentials on a rolling basis throughout the academic year.

Candidates must have met all the following pre-requisites to be eligible for an internship:

- hold a bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- submit a valid Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- verify completion of U.S. Constitution requirement;
- fulfill 120-hour pre-service requirement through the following coursework:
    - ED 530 Methods of Teaching Language and Literacy in a Diverse Classroom
    - ED 531 Teaching and Learning Methodologies for English Language Development
    - SPED 563 Teaching Students with Mild to Moderate support needs: Creating Inclusive Learning Environments
- demonstrate subject matter competence with passing CSET scores;
- maintain a cumulative GPA of at least 3.0 in credential coursework (grades of "D" and "X" are not accepted);
- submit a valid TB Test (skin tests are valid for 4 years, chest x-rays are valid for 8 years);

ED 703A Intern Seminar**:** Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per session.

ED 703B Student Teaching Seminar: a 0-credit course for candidates in the traditional program who complete student teaching but do not fulfill all credential requirements such as RICA or CalTPA). Candidates will remain enrolled until all credential requirements have been met. The fee is $175 per session)

Recommendation for a Preliminary Teaching Credential

The following credential items must be completed and on file with the Credentials Office to be recommended to the state of California for a Preliminary Teaching Credential:

- bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;

- valid negative TB test;
- completion of U.S. Constitution requirement;
- passing CSET: Multiple Subjects scores;
- certification of infant, child, and adult CPR training;

All credential items must be valid at the time of credential recommendation.

At the end of the student teaching semester, the teacher candidate's faculty advisor and the credential analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the credential analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have not been met, the credential analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. **Teacher candidates cannot receive their credential until they have paid for it on the CTC website.** Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to "clear" their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

Preliminary Multiple Subject Teaching Credential

37 Credits

Locations

Pasadena, Online

Program Overview

The postgraduate Preliminary Multiple Subject Teaching Credential (California) program provides students with a fundamental knowledge base for educating and developing learning environments for children from TK to eighth grade in self-contained classrooms. The program's curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in the education of children. As actively engaged participants, candidates in this 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. All Pasadena courses have an online component; either blended with face-to-face instruction on campus, or fully online.

Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence. In addition, the principles of development theory and the standards of the California Commission on Teacher Credentialing are incorporated into the program.

Program Learning Outcomes

1. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standards-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.

2. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
3. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging, and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
4. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
5. Demonstrate the use of effective strategies to create and maintain effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
6. Reflect and articulate through effective communication, collaboration, and engagement with parents/caregivers, teachers, administrators, and community members for the continued development as a professional educator.
7. Conduct and design a pedagogical research project through a theoretical framework in the investigation and implementation of educational theories with diverse student populations.
8. Collect, analyze, and examine research data to interpret the current research-based practices with diverse populations within our educational and societal structure.
9. Synthesize and summarize research findings to critically and concisely explain a supportively cohesive relationship between theory and practice within a research project.
10. Demonstrate current research-based practices and articulate pedagogical and foundational theories in education.

Number of Admit Terms per Year:

Ground (3)

- Fall Session I
- Spring Session I
- Summer Session I

*Dependent upon enrollment

Online (6)

- Fall Session I and II*
- Spring Session I and II*
- Summer Session I and II*

*Dependent upon enrollment

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and
- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Subject matter proficiency may be demonstrated through one of the following options:

- Passing subject matter examinations on the CSET (California Subject Examinations for Teachers).
- Completion of Subject Matter Review (e.g., degree completion in the approved academic subject areas, Completion of a combination of coursework and examination(s) that meets or exceeds the subject matter domains).
- Successful completion of coursework at one or more regionally accredited institutions of higher education that address each of the domains of the subject matter requirements.
- Show proof of CSET Registration with test dates.

Program Requirements

All 37 credits of Pacific Oaks coursework must be taken to fulfill the requirements for the Preliminary Multiple Subject Teaching Credential. Credential coursework taken at other accredited institutions may be considered for transfer however no more than 6 credits.

Curriculum 37 credits

Students still requiring further coursework to complete bachelor's degree requirements will work with their faculty advisor to add further electives to their coursework to complete requirements.

- ED 509 - Learning Theories and the Social, Political, and Economic Factors that have Influenced Education 3 credit(s)
- ED 530 - Advanced Language and Literacy in a Diverse Classroom 3 credit(s)
- ED 531 - Teaching and Learning Methodologies for English Language Development 3 credit(s)
- ED 560 - Integrated Thematic Instruction: Methods of Teaching Social Science and Visual/Perf. Arts 3 credit(s)
- SPED 563 - Teaching Students w/ Mild to Moderate Support Needs: Inclusive Environments 3 credit(s)
- ED 549 - Contemporary Methodologies in Teaching Mathematics 3 credit(s)
- ED 556 - Utilizing Technology for Learning in the 21st Century Classroom 3 credit(s)
- ED 552 - The Art of Teaching Science: Inspiring Curiosity, Analytic Thinking, and Scientific Inquiry 3 credit(s)
- ED 573 - Healthy Children and Classroom Communities: Cultivating a Safe and Productive Learning Environment 3 credit(s)
- ED 593 - Directed Teaching Placement I 3 credit(s)
- ED 578 - Advanced Teacher as Leader 2 credit(s)

- ED 594 - Directed Teaching Placement II 3 credit(s)
- ED 579 - Advanced Assessment and Management 2 credit(s)
- ED 700 - Intern Seminar I 3 credit(s)
  (in place of SPED 591 for intern candidates only)
- ED 701 - Intern Seminar II 3 credit(s)
  (in place of SPED 592 for intern candidates only)
- ED 703A - Intern Seminar
  Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-unit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential. The fee for the course is $175 per session.
- ED 703B - Student Teaching Seminar
  a 0-credit course for candidates in the traditional program who complete student teaching but do not fulfill all credential requirements such as RICA or CalTPA). Candidates will remain enrolled until all credential requirements have been met. The fee is $175 per session)

Program Advising

Every student has an assigned faculty advisor available to provide program-specific advisement related to a specific program field. These advisors are a resource for specific questions candidates may have about classes and curriculum.

Every student has access to the Credential Analyst to help navigate the specifics of the state Credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public Education. It is important for candidates to work closely with the Credential Analyst to understand and educate themselves on the specifics of their credentialing requirements.

A bachelor's degree is a requirement for the Preliminary Multiple Subject Teaching Credential.

Student Agreement

To ensure that graduates of Pacific Oaks' teaching Credential programs can meet the legal requirements of the California Commission on Teacher Credentialing (CTC), all applicants for Admission to Credential programs must enter into a student agreement.

The student agreement gives Pacific Oaks the right to suspend or terminate the candidate's participation in the Credential program upon showing that the candidate has:

- Committed acts or engaged in conduct that could constitute Grounds for denial of a Credential;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a Credential;

or

- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with Pacific Oaks' recommendation of the candidate for an Education Credential. The student agreement also authorizes Pacific Oaks to release to the Commission all pertinent information pertaining to the candidate's qualification or fitness for a Credential.

Student Assistance, Notice of Need to Improve, and Dismissal from Education Programs

Pacific Oaks is committed to maintaining quality Standards throughout its Credential programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), Pacific Oaks identifies and assists candidates who need special assistance and retains in its programs only those candidates who are suited for entry to or advancement in the Education profession. The CTC is charged by the state with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds any Credential, certificate, permit, or license authorizing service in California public schools is answerable to the CTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CTC website at www.ctc.ca.gov, address legal, ethical, and behavioral Standards to which all such persons must adhere.

If a candidate is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the candidate's instructor of record during coursework or fieldwork supervisor during a fieldwork assignment will issue the candidate a Need for Improvement Plan. The plan will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form. The candidate will be permitted to continue taking classes or continue in their fieldwork assignment while completing the plan.
2. The candidate is identified as needing improvement in designated areas. A plan for improvement, with an expected date of completion, is attached to the form.
3. The candidate receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The candidate will not be permitted to continue taking classes or continue in their fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the candidate's expense.
4. The candidate is identified as being unsuited for the Education profession and is recommended for dismissal from the program.
5. Upon receiving an Improvement Plan, the candidate will meet with their instructor of record, fieldwork supervisor, and/or other faculty or administration. The Director of Fieldwork will discuss any recommended plan of improvement with the candidate and will later meet with the candidate to evaluate the candidate's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the candidate will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Policies and Procedures section of this catalog.

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, they must submit a Graduation Application to the Office of the Registrar. Students must submit the application, settle fees with the Business Office, satisfy deficiencies, and be in good standing in their program for the master's degree to be awarded. The degree will be conferred upon successful completion of academic coursework. Recommendation for credential will be submitted to CTC upon completion of all credential requirements.

Please Note: A cumulative grade point average of 3.0 or above in credential coursework is required for the credential.

Fieldwork and Clinical Practice

Fieldwork consists of practicum observation and supervised clinical practice/student teaching. A negative TB test and Certificate of Clearance or other CTC-issued permit are requirements for both experiences. Credential candidates must complete 75 hours of practicum prior to student teaching. These hours are distributed in five-to-fifteen-hour increments across seven core credential courses.

Student teaching is the culminating clinical practice experience and is undertaken during a candidate's final semester. Student teaching is full-time, typically unpaid, and performed under the guidance of a seasoned mentor teacher. The Credentials Office coordinates all student teaching placements and mentor teacher assignments with districts and/or school sites. The following prerequisites must be met by March 1 for fall semester placement or October 1 for spring semester placement:

- receive faculty advisor approval to student teach;
- obtain a valid Certificate of Clearance or any other California Commission on Teacher Credentialing (CTC)-issued permit;
- obtain a valid negative TB Test;
- demonstrate subject matter competence with passing CSET: Multiple Subjects scores;
- maintain a cumulative GPA of 3.00 or above in credential coursework;
- submit a Student Teaching Application by the appropriate deadline; and
- complete a Student Teaching Interview.

The above requirements will be verified by the Credentials Office prior to approving a candidate's Student Teaching application for fall or spring. Once a candidate's placement is confirmed, the candidate, fieldwork supervisor (FWS), and mentor teacher will be required to attend a mandatory Student Teaching Orientation.

Intern Credential

The Intern Credential is an alternative route for candidates in graduate-level programs to obtain a Preliminary Teaching Credential. The Intern Credential allows candidates to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. If the district has a teaching vacancy they cannot fill with a credentialed teacher, then a qualified preliminary credential candidate may be hired as an intern teacher. Intern teachers receive a full salary and benefits. To become eligible for an intern credential, candidates must meet the following pre-requisites and have a pending job offer at a public, charter, or nonpublic school. Nonpublic schools are private, nonsectarian, and certified by the state of California to provide special education services to students based on their Individualized Education Plan (IEP). Intern credentials are site specific and cannot be issued for intern placements at private schools unless they fall in the nonpublic category. The Credentials Office recommends candidates for intern credentials on a rolling basis throughout the academic year.

Candidates must have met all the following pre-requisites to be eligible for an internship:

- hold a bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- submit a valid Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- verify completion of U.S. Constitution requirement;
- fulfill 120-hour pre-service requirement through the following coursework:
    - ED 530 Methods of Teaching Language and Literacy in a Diverse Classroom
    - ED 531 Teaching and Learning Methodologies for English Language Development
    - SPED 563 Teaching Students with Mild to Moderate support needs: Creating Inclusive Learning Environments
- demonstrate subject matter competence with passing CSET scores;
- maintain a cumulative GPA of at least 3.0 in credential coursework (grades of "D" and "X" are not accepted);
- submit a valid TB Test (skin tests are valid for 4 years, chest x-rays are valid for 8 years);
- complete an interview with faculty advisor, dean, and credential analyst.

Candidates should contact the Credential Analyst as soon as possible to express their intent to be eligible for an internship. The Credential Analyst will work closely with the candidate to ensure they are meeting their intern pre-requisites.

Intern Seminar Course: Intern Candidates who do not complete credential requirements after completing the Directed Teaching Intern courses, will be required to enroll in a 0-credit Pass/Fail Intern Seminar course until they have completed all credential requirements or at the expiration of the Intern Credential.

California Teaching Performance Assessment (CalTPA)

The California Teaching Performance Assessment (CalTPA) is a state-mandated requirement for all candidates pursuing a Preliminary Multiple Subject Teaching Credential. The CalTPA is designed to assess a candidate's knowledge, skills, and abilities in relation to the California Teaching Performance Expectations (TPEs).

Effective July 1, 2008, all candidates enrolled in a Commission-approved teacher preparation program must fulfill the Teaching Performance Assessment (TPA) requirement. Candidates who begin a program on or after July 1, 2018, are required to complete the revised version of the CalTPA, which includes two instructional cycles focusing on Math and Literacy. Candidates are expected to respond to the instructional cycles within the context of their teaching assignments; therefore, both TPA Cycles must be completed during student teaching.

Candidates pursuing the Preliminary Education Specialist Credential are required to complete and pass the California Teaching Performance Assessment (EdSpCalTPA) for Education Specialists. Completion of the EdSpCalTPA is a state-mandated requirement for all candidates enrolled in a Preliminary Education Specialist program as of July 1, 2022.

Recommendation for a Preliminary Teaching Credential

The following credential items must be completed and on file with the Credentials Office to be recommended to the state of California for a Preliminary Teaching Credential:

- bachelor's degree or higher from an Institutionally accredited college or university with official transcript on file;
- Certificate of Clearance or any other valid California Commission on Teacher Credentialing (CTC)-issued permit;
- valid negative TB test;
- completion of U.S. Constitution requirement;
- passing CSET: Multiple Subjects scores;
- passing scores for CalTPA Instructional Cycle 1: Math and CalTPA Instructional Cycle 2: Literacy;
- certification of infant, child, and adult CPR training;

All credential items must be valid at the time of credential recommendation.

At the end of the student teaching semester, the teacher candidate's faculty advisor and the credential analyst will evaluate the candidate's degree and credential requirements. If all requirements have been met, the credential analyst will recommend the candidate to the CTC for their credential. If there are outstanding credential requirements that have not been met, the credential analyst will notify the teacher candidate. Upon credential recommendation, the CTC will send the teacher candidate an email prompting payment. Payments are made directly to the CTC. **Teacher candidates cannot receive their credential until they have paid for it on the CTC website.** Once completed, candidates will be in the CTC database and listed publicly as a preliminary credential holder. All initial California teaching credentials are known as "preliminary." Candidates have five years to "clear" their credential. Some school districts will provide support, but it is the candidate's responsibility to fulfill the requirements to clear their credential within the allotted time.

STEAM Certificate

Program Overview

The STEAM certificate option is available to non-matriculating and matriculating new or continuing students. This course offering is designed for participants/students to complete all four courses in the summer semester. Participants/students may take fewer than the four courses as long as they adhere to the non-matriculating, matriculating, or space available options (see General Academic Policies).

Adherence to Pacific Oaks College academic policies, such as attendance and grades, apply in order for participants to earn credit for the four courses. Future STEAM courses leading toward the certificate are not guaranteed and based on enrollment. There is no financial aid available for non-matriculating students, but the certificate cost is $150/credit ($450/course) for a total of $1800 for all four courses. Prospective STEAM certificate participants may take less than the four courses at the reduced cost, but a certificate will not be granted unless all four courses have been successfully completed (C or better). Courses are transferrable at the successful completion (C or better) of all four courses (see Pacific Oaks Transfer Credit Policy) and may be applied for course credit at Pacific Oaks College upon admission into one of the BA ECE programs. Participants who wish to transfer the STEAM course credits to another higher education institution must check the transfer policies at that institution. Transfer courses and transfer policies vary by institution, catalog year, academic program, and course time limits.

Admission Requirements

- Completed Application for Admission
- Résumé
- Proof of high school completion
- Acceptable proof of high school completion may include any of the following:
    1. Copy of high school diploma showing date of graduation
    2. Official high school transcript
    3. Official GED transcript
    4. Official transcript from an institutionally accredited college or university showing the high school's name and date of graduation
    5. Other forms of proof of a high school graduation may be accepted, upon review by the Registrar.

Matriculating Students seeking a degree in the BA ECE, BA ECE-Elementary Education, or BA ECE-Elementary Education and Special Education, whether new or continuing, are eligible for financial aid at the standard tuition rate.

Core Courses: 12 credits total

- ECE 435 - STEAM Integration of Science and Technology 3 credit(s)
- ECE 436 - STEAM Thinking, Reasoning and Discovering Mathematics 3 credit(s)
- ECE 437 - STEAM Integration of Engineering and Simple Robotics 3 credit(s)
- ECE 438 - STEAM Integration of Teaching and Learning STEAM 3 credit(s)

Transitional Kindergarten (TK) Certificate

Total Credit Hours Required: 24 Credit Hours

Maximum Allowable Transfer Units: Students transferring in early childhood education (ECE) units do not qualify for the TK Certificate; however, they may complete their outstanding ECE units at the College. Upon completion of 24 ECE units, these students will receive verification of completion documentation.

Program Admissions Requirements:

- Application for Admission
- Application Fee
- Official transcripts from all institutions attended
- Conferred bachelor's degree (any major)
- Preliminary or clear K-8 teaching credential

Tuition and Fees Tuition and Fees for the College and individual programs can be found here: Financial Aid and Student Accounts Policies

Licensure Disclosures The Transitional Kindergarten (TK) Certificate fulfills the early childhood education/child development units required for Senate Bill 837. SB 837 states that a credentialed (or preliminary credentialed) teacher must have 24 units of early childhood education/child development to teach TK in a California school district.

Number of Admit Terms Per Year:

Ground (3)

- Fall Session I
- Spring Session I
- Summer Session I

*Dependent upon enrollment

Online (6)

- Fall Session I and II*
- Spring Session I and II*
- Summer Session I and II*

*Dependent upon enrollment

Program Overview and Philosophy

Pacific Oaks' TK Certificate prepares credentialed teachers to integrate Pacific Oaks' transformative approach in transitional kindergarten classrooms.

Program Learning Outcomes (PLOs)

- Evaluate national trends, theory, and research-based educational and administrative practices in early childhood education leadership.
- Conduct observations for typically and atypically developing children in an early childhood setting. Utilize and evaluate various assessment tools and inquiry strategies to assess potential cultural bias and stereotypes.
- Generate, implement, and evaluate educational curricula for the cognitive, social, and emotional needs of students in an early childhood environment.
- Identify concerns evident in the classroom and formulate solutions to address these concerns. Advocate for children and families in the resolution of them.
- Design and implement outcome- based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
- Demonstrate critical thinking and creative processes through ethical and professional decision-making working with children, families, communities, and educational leadership in the early childhood field. Evaluate the impact of these decisions.

Program- Specific Requirements

All 24 units of Pacific Oaks coursework must be taken to fulfill the requirements for the TK Certificate. Students who transfer in ECE coursework may take the outstanding units; however, rather than receiving the TK Certificate, they will receive verification of completion documentation

All ground courses are considered Blended as each has an online component (Canvas)

Residence Requirement- To obtain the TK Certificate, all 24 units must be completed at the College. Students transferring in ECE units may complete their outstanding ECE units to receive verification of completion documentation.

Course Length - Please refer to the program course and delivery section found here: Academic Calendar

Graduation requirements: Graduation requirements: Students must submit the Petition for Certificate Completion and fee to the Office of the Registrar the semester before they anticipate completing their certificate requirements. Students must submit the application, settle all outstanding fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the TK Certificate to be awarded

Curriculum

- ECE 500 - Advanced Seminar in Early Childhood Education 3 credit(s)
- ECE 510 - Understanding Assessment and Research in Early Childhood Education 3 credit(s)
- ECE 530 - Public Policy and its Impact on Children and Families 3 credit(s)
- ECE 540 - Creating Responsive Communities for All Families 3 credit(s)
- ECE 600 - The Impact of Privilege and Oppression in Early Childhood Educational Settings 3 credit(s)
- ECE 653 - Death, Divorce, and Difficult Times 3 credit(s)
- ECE 654 - Trauma, Culture, and Immigration 3 credit(s)
- ECE 656 - Trauma and Early Development 3 credit(s)

Admissions Policies

Undergraduate Admissions

Applicants wishing to enter the bachelor's degree programs of Pacific Oaks College are required to submit a signed application, application fee, personal statement, work, or volunteer experience/resume, provide acceptable proof of academic history, and identification. Acceptable IDs are listed here:

- State-issued Identification Card or REAL ID,
- State-issued Driver's License or REAL ID,
- U.S. Passport or U.S. Passport Card,
- Foreign Passport (for international students),
- U.S. Military Identification Card,
- U.S. Military Dependent's ID Card,
- U.S. Permanent Resident Card (Form I-551),
- U.S. Employment Authorization document with Photo (Form I-776)

Unless otherwise noted, all application materials submitted to the college are valid for one calendar year.

Please note some undergraduate degree programs require additional admissions requirements. See below for degree specific requirements.

Acceptable proof of academic history may be demonstrated through submission of any of the following:

1. Official high school transcript recognized by the U.S. Department of Education showing an earned high school diploma, with a date of graduation.
2. Official college transcript with 24 credits of transferable credits with a grade of C or better.
3. Official associate degree transcript from an institutionally accredited college or university showing the degree earned and date conferred.
4. Official college transcript from an institutionally accredited college or university that contains the high school's name and the date of graduation
5. Official international diploma and transcripts that contain the high school's name and the date of graduation.
6. High school equivalency completed through home schooling as defined by state law
7. Official General Educational Development (GED) document. A copy of the student's GED Certificate, or unofficial GED score issued by the state, can be submitted with a contingency that the Official GED document will be on file prior to day 5 of the term/semester of entry. Financial aid will not be disbursed until the compliant documentation is received.
8. Official Test Assessing Secondary Completion (TASC) document
9. Official High School Equivalency Test (HiSET) document
10. Official documentation showing a passing score on a state-authorized exam that the state recognizes as equivalent to high school graduation

Applicants with less than 24 credits of transferrable college coursework who do not demonstrate three years of significant professional, or life experience outlined on their Work or Volunteer Experience Summary, are required to submit additional documentation:

- One letter of support from someone (a non-relative) familiar with your ability to be successful in this program
- An additional essay (500-750 words). In your essay, please answer the following question:
    - What life and professional experience do you possess that would enable you to be successful in the Pacific Oaks classroom focused on application of experience to course content.
    - Why it is important to you to study this discipline at a school that emphasizes social justice, cultural humility, and respect for every individual (refer to the Mission and Vision statement of Pacific Oaks College).
- Interview with a member of the Admissions Committee

If a student is unable to provide official proof of academic history, by the add/drop deadline, an exception may be granted. The student has until the end of the add/drop deadline to provide one of the following:

- High school diploma dated prior to the semester the student intends to start
- A letter from the student's high school on official letterhead that includes the date of graduation.

Students will be administratively withdrawn if they are unable to submit the documents required for an extension by the Add/Drop deadline

Students granted an exception are eligible to receive Financial Aid. This extension allows a student to submit official proof of academic history up until the end of their first semester. Students will be administratively withdrawn if they do meet the end of the first semester deadline.

Credential Program Admissions Process

Students whose admissions files are incomplete (e.g., exam registrations, missing test scores, transcripts, etc.) may be provisionally admitted and must take steps to ensure that their files are completed within one term. The time limit may be extended with the approval of the Dean.

Subject matter proficiency may be demonstrated through one of the following options:

- Passing subject matter examinations (Subtests I, II, III) on the CSET (California Subject Examinations for Teachers).

- Completion of Subject Matter Review (i.e., Degree completion in the approved academic subject areas, Completion of a combination of coursework and examination(s) that meets or exceeds the subject matter domains).
- Successful completion of coursework at one or more regionally accredited institutions of higher education that address each of the domains of the subject matter requirements.
- Show proof of CSET Registration with test dates.

Degree-Specific Admissions Requirements for Undergraduate Programs

Bachelor of Social Work:

In addition to standard undergraduate admissions requirements:

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Submission of Admissions Personal Statement Prompt: The statement must be well-organized, clearly written, and between 3 to 5 pages (double-spaced, 12-point font, 1-inch margins). This statement plays a vital role in helping the Admissions Committee understand your motivation, readiness, and alignment with the core values of the social work profession.
- Prior Learning Assessment (PLA) and/or Credit for Learning Experience (CLE) may not be used to fulfill BSW program prerequisites or core curriculum program courses. PLA and/or CLE may only be used for the fulfillment of general electives.
- After review of the application, BSW team will determine if an interview is required; if so, Monday evening interviews will be scheduled

Offers of admission are valid for one calendar year from the original start date listed on the application. Once admitted, applicants to the Bachelor of Social Work degree program may defer their initial start date for up to one calendar year without submitting new or additional application materials. Previously admitted applicants to the Bachelor of Social Work degree program who do not begin their course of study within one calendar year from their initial term start date must re-apply for admission and submit new application documents to be considered for admission to the degree program.

Applicants not offered admission must wait at least one calendar year before re-applying. After a minimum of one calendar year from the original application, previous applicants who did not receive an offer of admission must submit a new application and all application documents to be reconsidered for admission to the degree program and college.

BSW Admissions Appeals Process

Any student dissatisfied with an admission decision may request an in-person review with the BSW Program Director and Admissions Committee. They can supply further verbal and written evidence regarding the actions taken by the committee within two weeks of the committee's decision. The committee will provide a written response within one week of the hearing. If the student is still in disagreement, they may appeal to the Department Chair.

Bachelor of Arts in Early Childhood Education: Elementary Education or Bachelor of Arts in Early Childhood Education: Elementary Education and Special Education

In addition to standard undergraduate admissions requirements:

- For undergraduate level teaching credential preparation programs, applicants will be required to submit the following: Successfully meet the Basic Skills Requirement (e.g., California Basic Education Skills Test or CBEST), Proof of Registration for the CSET (California Subject Examinations for Teachers)*

* For students transferring 40 or more credits at point of admissions

- Students wishing to pursue undergraduate level teaching credential preparation programs with less than 40 transferable credits at point of admission may still be granted an offer of acceptance. However, submission of official passing scores of the CBEST and proof of registration for the CSET will become a progression requirement beyond successful completion of 40 cumulative credits toward the bachelor's degree.

Undergraduate Admissions at Instructional Site Cohorts

In addition to meeting the general Undergraduate Admissions Requirements of the college, undergraduate students wishing to be admitted to an Instructional Site Cohort must also satisfy the following prerequisites for their desired degree program prior to admission:

Prerequisites for BA Instructional Site Cohort Participation by Program

BA Community Psychology Requirements for Instructional Site Cohorts

1. Minimum of 60 transfer credits

2. Students will be able to transfer up to 87 credits from another institution

3. Required Lower-Division Courses

- English Composition
- English Communication/Oral Communication Speech
- English Elective
- Mathematics Statistics
- Life/Biological Sciences and Physical Sciences + Science Lab
- Introduction to Psychology
- Developmental Psychology
- Abnormal Psychology
- Research Methods for the Social Sciences

BA Human Development: Transfer Requirements for Instructional Site Cohorts

Minimum of 60 transfer credits (Maximum of 87)

Required Lower-Division Courses:

- English Composition
- English Communication/Oral Speech OR English Elective
- Math: Quantitative Reasoning
- Statistics highly recommended
- Biological Science with lab

- Introduction to Psychology OR Developmental Psychology OR Introduction to Sociology

BA Early Childhood Education: Transfer Requirements for Instructional Site Cohorts:

Minimum 72 transfer credits which includes all math, Sciences, and English/Language Arts GEs met. Outstanding credits (9 maximum) may be in electives, lower-division ECE coursework or in the Humanities, unless approved by the Department Chair.

Lower-division ECE course work equivalent to the following may be applied:

ECE 305
ECE 380
ECE 390
ECE 311
ECE 351
ECE 365
ECE 370
ECE 332
ECE 361

Undergraduate International Student Admissions

Based on U.S. Homeland Security regulations, international students must be enrolled full-time to be eligible for campus-based study in the United States under a student (F-1) visa. International applicants who wish to complete a degree online are not eligible for issuance of a student (F-1) visa.

International applicants and applicants submitting transcripts from non-U.S. academic institutions must have non-U.S. transcripts evaluated by an approved evaluation agency.

Transcript Requirements

- Transcripts for institutions attended outside of the U.S.
- Secondary School Credentials (High School)
    - Submit all official secondary school transcripts, mark sheets, and diplomas/certificates. Official academic credentials must be submitted in the original language(s) of issue and with an official English translation.
    - Contact International Admissions for more information. Students can submit documents online via email to International Admissions Pacific Oaks and grade-point (GPA) will be converted to the U.S. standard once the transcripts are received and processed.
- Higher Education Credentials (College/University)
    - Students holding a qualifying conferral (undergraduate) or qualifying degree (graduate) from an international institution must have all coursework, degree and diploma evaluated as part of the admissions process. Students will need to submit a course-by-course evaluation report. The evaluation must indicate the equivalent U.S. credential and grade-point average (GPA), and the total number of credits completed.
- Pacific Oaks College accepts evaluations from any evaluation organization that is a member of NACES or AICE or a verifiable current member of acceptable foreign transcript evaluation agencies approved by the State of California Commission on Teacher Credentialing.
- Pacific Oaks College's preferred vendor is IEE

- The evaluation itself is not a guarantee of admission. Pacific Oaks College does not pay the cost of a credential evaluation; students are responsible for this fee.

The transcript evaluation must be submitted to Pacific Oaks College directly via the evaluation organization portal or official receipt to the International Admissions Team from the evaluation organization. Evaluations that require mailing may be sent to:

Global Engagement
C/O Pacific Oaks College
400 S Jefferson St. Suite 2500
Chicago, IL 60607
U.S.A.

Transcript evaluations are not required from American universities operating overseas, provided the institution is institutionally accredited by a recognized U.S. accrediting body, with grades report on a U.S. 4-point scale.

International students are required to demonstrate final pre-requisite degree conferral. An international student who is conditionally admitted with proof of final degree conferral pending will be permitted until the start of the second term to provide required degree conferral documents.

English Language Proficiency Requirement

All students attending Pacific Oaks College must be proficient in the use of English. Students whose educational instruction has not been in the English language and/or whose primary language is not English must demonstrate English proficiency.

English Proficiency Test	**Undergraduate**	**Graduate**
ACT	23 or higher	NA
SAT Evidence-Based Writing	550 or higher	NA
AP Examination English Language and Composition and Literature	Scores 3,4, and 5	NA
IB Standard Level examination in English (Language A only)	Score 6 or 7	NA
IB Higher Level examination in English (Language A only)	Score 5, 6 AND 7	NA
WASSCE/WAEC: English Language:	B3	NA

Edexcel O/Ls or A/Ls: English Language	B	NA
TOEFL iBT	79	89
IELTS	6.0	6.5
Duolingo	105	120
PTE (academic)	50	56
CEFR*	B2	B2
Cambridge English B2	165	175
ESL	Successful completion of English Language Programs accredited by the Commission of English Language Program Accreditation (CEA) at any U.S. and/or overseas institution listed through the CEA website	Successful completion of English Language Programs accredited by the Commission of English Language Program Accreditation (CEA) at any U.S. and/or overseas institution listed through the CEA website
	Official test scores are valid for 2 years after the test date. For questions email Pacific Oaks International Admissions	Official test scores are valid for 2 years after the test date. For questions email Pacific Oaks International Admissions

English Proficiency Test Exemptions

Students who completed their education (K-12) or a bachelor's degree or higher from an institution located in one of the following countries are exempt from the English requirement:

- Anguilla, Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada*, Cayman Islands, Dominica, Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, Montserrat, Namibia, New Zealand, Nigeria, Saint Lucia, Saint Vincent and Grenadines, Sierra Leone, Singapore, South Africa, Swaziland, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, Zambia, Zimbabwe and the United States.

*Citizens of Quebec may need to provide proof of English Proficiency. If the student completed a program at a non-English speaking institution, the student must submit EPR.

Students who completed their bachelor's, master's, and/or doctoral degrees in English, from a country that is not listed above, are required to provide additional proof of English proficiency from the approved list of tests. This is regardless of an official evaluation stating completion of the degree in English.

Students in a non-immigrant status are not eligible for U.S. federal financial aid. Upon gaining acceptance to a campus-based program, accepted applicants who request sponsorship for a student visa (F-1) must submit a New Student Information Form and supporting documentation before a certificate of eligibility for non-immigrant students (I-20) can

be issued. For current information on minimum financial requirements and how to obtain an I-20, please visit the international admissions page of the Pacific Oaks College website or contact POinternational@pacificoaks.edu.

Undergraduate Enrollment Status Requirements

Undergraduate enrollment at Pacific Oaks College is defined as follows:

Full-time	3/4 time	Part-time	Less than Half Time
12+ credits	9-11 credits	6-8 credits	5 or fewer credits

Undergraduate Residency Requirement

All undergraduate students must complete at least 30 credits at Pacific Oaks College, and matriculated students will fulfill all remaining degree requirements through courses offered at the college.

Undergraduate Transfer Credit Policy

Applicants may transfer up to 87 credits (dependent upon specific degree transfer allowances. It is the policy of Pacific Oaks college to not accept transfer credits after enrollment. Students wishing to transfer additional coursework must seek pre-authorization by submitting a general petition and indicating anticipated school and course number and course title for the requested course. Pacific Oaks College will review authorization requests on a case-by-case basis.

The decision to accept transfer credit resides solely with the respective department.

Approved transfer credit will be posted to the student's Pacific Oaks College (POC) transcript after they have registered and remained in residence through the Add/Drop deadline. All new students register during the same designated period regardless of transfer credit. Approved transfer credit will not be factored into a new student's registration time. Transfer credit may affect registration eligibility and degree requirements in subsequent terms.

Please refer to the section on Academic Programs for additional program-specific guidelines regarding transfer credit. Transfer coursework must be approved by the college to which the credit is being transferred.

All undergraduate transfer of credit is subject to the following conditions:

1. Transferred course credit is restricted to undergraduate level, degree applicable courses from an institutionally accredited degree granting institution.
2. Students without a conferred undergraduate degree seeking transfer credit from multiple institutions will need to provide the college with an official transcript from each institution. Pacific Oaks College will not accept third party evaluations on U.S. institution transcripts. Third-party transfer credits appearing on official transcripts applied to a previously conferred, institutionally accredited associate degree may be accepted without submission of transcripts from the original institution(s). Unless listed by course title, third-party transfer credit previously applied to an institutionally accredited associate degree will be accepted as General Elective transfer credit.
3. Courses that cross multiple subject areas may not be split for credit.
4. Students who have completed university extension credit are not guaranteed that the courses will be transferred to Pacific Oaks.

5. Only courses with a grade of C (2.0 on a 4.0 grade scale) or better will be accepted for transfer into the bachelor's degree program. Pass/Fail or Credit/No Credit courses are eligible only if the course can be verified as a C (2.0) or higher.
6. Students who have completed internships or practicums, regardless of passing grade and degree applicability, will not be awarded transfer credit for these experiences at Pacific Oaks College.
7. All courses must be college level, degree applicable, and not designated as developmental or remedial.
8. Course-to-course equivalency matches require an 80% content match. Students must provide POC with a course syllabus for transfer of credit to be evaluated.
9. A quarter credit taken in transfer will be equated to two-thirds of a semester credit.
10. When credit through examination is awarded; it is not included in the grade-point average.
11. Students may take approved outside standardized exams (International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES Subject Standardized Exams (DSST), etc. If they do not receive passing scores, they will be required to complete the necessary course work.
12. POC does not recognize other institutions' credit by exam, proficiency, or challenge exams. Only nationally recognized exams approved by POC and outlined below are accepted.
13. Courses completed either at Pacific Oaks or in transfer from an institutionally accredited college or university that exceed the course time limits prior to the date of readmission will not be counted towards graduation requirements or completion of credential. Course time limits vary by school; please see the Course Time Limit policy for additional details. The content of these courses may no longer be current or required for a degree or credential.
14. International Student Undergraduate Transfer Credit Policy: Pacific Oaks College accepts academic credit earned at international institutions that are fully accredited by their country's Ministry of Education, but only if the courses meet general transfer credit policies. Transcripts are considered official when they are sent directly from a college or university to the Registrar's Office and contain an official seal and/or signature. All academic records that are not in English must be accompanied by a certified English Translation and Evaluation.

- International students are subject to all transfer credit policies as Course Equivalencies: Students requesting credit for specific Pacific Oaks course equivalencies must provide:
    - Official and sealed transcript from previous institution sent directly to Pacific Oaks College, or an official evaluation from an approved foreign transcript evaluator (see approved list of agencies above) can be accepted in lieu of the official foreign transcript.
    - All academic records that are not in English must be accompanied by a certified English translation
    - A detailed or comprehensive report that includes a course-by-course review with course titles, credit or semester hours completed and the letter grade earned for each course, grade, and lower/upper-division breakdown and with U.S. degree equivalency.

Students who completed a professional degree (e.g., bachelor-level medical degrees) outside of the United States will need to have their transcript accompanied by certified English translation along with a comprehensive report (see criteria above) with U.S. Degree equivalency. Catalog descriptions may be required. If the course descriptions are not in English, they will need to be translated by a certified English translation. International transcripts submitted without translation and/or the detailed evaluation will not be reviewed by the Academic Evaluations Department. It is important for the student to provide complete and accurate information, following the specific directions of the respective agencies.

Any course that does not meet the specific content requirements of an existing POC course may be accepted as transfer credit as an elective if the course supports the required competencies and learning objectives of the program and meets the following conditions:

1. The course must meet all other requirements for transfer credit.
2. The course must be at the equivalent degree level.
3. Courses cannot be duplications of other requirements successfully completed.

For the transfer request to be processed, the student must submit an official transcript upon acceptance with Pacific Oaks College. Unofficial transcripts may be used for review prior to enrollment into Pacific Oaks College; however, this review is not considered official, and no credit will be posted to the student record.

An official transcript is a document sent from the sending institution directly to the receiving institution or hand delivered to the Admissions office in a sealed envelope from the degree granting institution. Official transcripts sent to Pacific Oaks must be in an unopened envelope from the institution.

Appealing Transfer Credit

Students wishing to appeal their transfer credit evaluation after matriculation, may appeal in writing by completing a Transfer Credit Appeal form and must provide a course description and syllabi along with the nature of their appeal.

Nontraditional Credit Transfer Policies

Prior Learning Assessment Credits

Credit for Learning from Experience (CLE)

Life and work experience can be just as valuable as what is learned in the classroom. Experience provides a broad, dynamic understanding of theories and concepts that can only come from applying them in the real world.

Pacific Oaks College recognizes that students can obtain college level learning in various ways outside the traditional classroom. Due to this thinking and understanding, Pacific Oaks College honors learning completed in a variety of different areas by offering students the opportunity to turn their real-world experience into credit towards a degree through Credit through Learning Experience (CLE).

Students admitted to the bachelors' programs with fewer than 87 transferrable credits, enroll in GEN 289, and receive 3 credits in English/Communication. The course teaches students how to write for empowerment and persuasion and how to provide documentation of skills and abilities gained through life experiences.

Students with at least 5 years of relevant and significant experience, who wish to pursue CLE credits, then enroll in GEN 299, a zero-credit "laboratory" for creating and submitting portfolios for the Reflective Study courses. Students may continue to develop and submit portfolios while enrolled in GEN 299 (up to 4 consecutive semesters) and are **required** to be actively enrolled (at least half-time) in other courses while completing portfolio development. Portfolios address the learning outcomes in each of the 8 courses included in CLE (see course listing). Faculty evaluate the portfolio, and based on the writing and documentation, will award up to 3 credits in each course. All portfolios are reviewed by faculty, who will determine the credits to be recorded. A Recording Fee is charged based on the number of credits earned. Students may earn **up to** 24 credits through CLE.

Requirements

- Be admitted into a Pacific Oaks Bachelor's Degree
- Five years of relevant, work or life experience
- Successful completion of GEN 289
- Enrollment in GEN 299
    - Assessment of portfolios for **up to** 24 credits

View the Fee Schedule at the bottom of the Tuition and Fees page.

Additional Prior Learning Assessment Credit Opportunities

AP Exams

Students who successfully pass and complete testing through Advanced Placement (AP) with scores of 3 or higher will be considered for college level credit. Students who have completed AP exams must submit official score sheets to Pacific Oaks College before matriculation to the institution.

CLEP Exams

Students who have successfully passed the College-Level Examination Program (CLEP) Exams may enter Pacific Oaks College. Exams are required to be passed with the minimum American Council on Education (ACE) Credit Recommendation. Scores lower than the ACE Recommendation will not be considered for transfer credit. Students must submit an official score sheet to Pacific Oaks College before matriculation to the institution.

IB Exams

The International Baccalaureate Exams (IB Exams) are also considered for college level learning at Pacific Oaks College. Students who have completed testing from IB should contact the Office of the Registrar for possible acceptance of this credit. Students should provide Pacific Oaks College with an official transcript for possible credit review.

DSST Exams

Students who have successfully passed the DANTES Subject Standardized Exams may enter Pacific Oaks College. Exams are required to be passed with the minimum American Council on Education (ACE) Credit Recommendation. Scores lower than the ACE Recommendation will not be considered for transfer credit. Students must submit an official score sheet to Pacific Oaks College before matriculation to the institution.

Military students

Previous military experience is reviewed for college transfer credit at Pacific Oaks College. Students with previous military experience terminated under honorable conditions in any of the United States Military Branches may submit their official transcripts or a certified copy of DD-295 to the Office of the Registrar. Credit review will be based on the American Council on Education (ACE) Credit Recommendations.

Professional Training and Certification

Professional training that is recognized by the American Council on Education (ACE) can also be submitted for review. Students who have completed training will need to submit their official transcript from ACE and must inquire on the request's cost. Students should submit these transcripts prior to matriculation with Pacific Oaks College. Training and certifications not recognized by ACE will not be reviewed for transfer credit.

Propero Courses

Prospective students needing to meet the Pacific Oaks College general education requirements may fulfill the remaining general education requirements through the successful completion of Propero online courses prior to

matriculation to the institution. Propero is a 3rd party vendor that offers a variety of courses for students in general Education areas. Students will need to complete the course(s) through Propero and then submit an official transcript of the ACE Recommended Credit to Pacific Oaks College for the credit to be accepted by the institution. Students wishing to pursue this PLA option should contact the Registrar's Office.

Straighterline.com Partnership

Prospective students needing to meet Pacific Oaks College general education requirements may fulfill the remaining general education requirements through the successful completion through the Straighterline.com Partnership prior to matriculation to the institution. Straighterline and Pacific Oaks College have established a partnership that will allow students to complete a variety of courses in select general education areas. Students will need to complete the course(s) through Straighterline and then submit an official transcript of the ACE Recommended Credit to Pacific Oaks College for the credit to be accepted by the institution. Students wishing to pursue this PLA option should contact the Registrar's Office.

Articulation Agreements

Articulation is the process of evaluating courses to determine whether coursework completed at one institution will meet requirements for Admissions, transfer credit, general education, and/or major preparation at another institution. Articulation agreements are formal, written agreements agreed to and signed by the faculty at two colleges.

To help you transfer easily into Pacific Oaks College, we have developed articulation agreements with local colleges. However, official evaluation and awarding of the transfer credits resides with the Academic Evaluation department.

Please contact the Office of Admissions for a list of institutions with which Pacific Oaks has a signed Articulation Agreement or Memorandum of Understanding.

Associate Degree for Transfer (ADT)

The Associate Degree for Transfer (ADT) is a pathway designed for college students graduating with an Associate in Arts for Transfer (AA-T) or an Associate in Science for Transfer (AS-T) from a California community college and wishing to transfer. Students who wish to complete an AA-T or AS-T degree at a community college must indicate this on the application for admission and must complete any requirements at the community college to receive this degree designation on transcripts. Once students have earned the AA-T or AS-T degree they must submit a final official transcript with this degree indicated. If all the Pacific Oaks College admission requirements are met, admission is guaranteed, and ADT students will receive a minimum of 60 credits transferred and will start with junior standing.

Transfer Admissions Guarantee

Pacific Oaks College may offer a Transfer Admissions Guarantee (TAG) to students who wish to transfer from specific community college partner schools. For a list of community colleges with which Pacific Oaks College has implemented a TAG agreement, please visit https://www.pacificoaks.edu/community-organizational-educational-partners/.

To qualify for a TAG, prospective students must be actively enrolled at an institution with which Pacific Oaks College has a Transfer Admissions Guarantee Agreement at the time of application and meet all admissions requirements specified for applicants from that institution. A TAG allows any currently enrolled student at the community college partner to receive a guaranteed offer of acceptance for the term in which the student applies if:

- The student meets all application deadlines specified in the TAG agreement for the term in which the student applies; and
- The student successfully completes all standard admissions requirements for the degree program to which they are applying at Pacific Oaks College; and
- The student satisfies any cumulative GPA requirements outlined in the TAG agreement.

Graduate Admissions

Application to Pacific Oaks College's graduate programs is open to any person who:

- Has an official transcript of a conferred bachelor's or master's degree or higher from an institutionally accredited college or university showing the date of degree conferral,
- Has all official transcripts from any other graduate programs from which transfer of credit is being sought, and;
- Meets all program specific admission requirements

In addition to official transcripts, all applicants seeking admission to Pacific Oaks College graduate degree programs must submit a completed, signed Application for Admission, Application Fee, Personal Statement, and Work or Volunteer Experience Summary. For degree-specific admission requirements, please see *Degree-Specific Admission Requirements for Graduate Admissions.* Unless otherwise noted, all application materials submitted to the college are valid for one calendar year.

Applicants seeking admission to a graduate program requiring prerequisite coursework must provide official transcripts demonstrating satisfaction of prerequisite coursework. Prerequisite coursework appearing as transfer credit from a third-party institution on the applicant's conferred undergraduate transcript that is not explicitly listed by course name and/or title may be required to provide official transcripts from the third-party credit granting institution to demonstrate satisfaction prerequisite coursework requirements.

Official transcripts from which student received a conferred bachelor's degree or conferred graduate degree and graduate transcripts from all accredited post-secondary institutions from which transfer of credit is being sought are expected to be on file prior to the applicant's program start.

Please see the application for detailed instructions and information regarding application requirements and application deadlines.

If a student is unable to provide official proof of academic history by the add/drop deadline, an exception may be granted. The student has until the end of the add/drop deadline to provide one of the following:

- Unofficial transcript showing qualifying degree conferral dated prior to the semester the student intends to start
- A letter, on the school's letterhead, from the qualifying degree granting institution's Office of the Registrar that includes the conferral date, degree level, and name of the degree conferred which must be dated prior to the program start date.

Students will be administratively withdrawn if they are unable to submit the documents required for an extension by the Add/Drop deadline.

Students granted an exception are eligible to receive Financial Aid. This extension allows a student to submit official proof of academic history up until the end of their first semester. Students will be administratively withdrawn if they do not meet the end of the first semester deadline.

Degree-Specific Admission Requirements for Graduate Admissions

Master of Arts in Human Development (All Specializations)

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College

Master of Arts in Cultural and Family Studies

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Two (2) Letters of Recommendation
- Faculty Interview

Master of Arts in Marriage and Family Therapy (All Specializations)

- Successful completion of a bachelor's degree program from an accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Two (2) Letters of Recommendation
- Faculty Interview

Master of Social Work

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated satisfaction of undergraduate prerequisite coursework with a minimum of three (3) semester credit hours in college-level statistics with a grade of "C" or better (a Letter grade of C- or lower will not be accepted) *
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Two (2) Letters of Recommendation
- Faculty Interview

*Students who have not satisfied the college-level statistics requirement as part of their undergraduate coursework may be granted acceptance to the program with the requirement that they satisfy the statistics requirement as part of their course of study at Pacific Oaks College.

Master of Social Work: Advanced Standing

Advanced standing for the MSW program is awarded only to graduates holding degrees obtained within the last five years from baccalaureate social work programs accredited by the Council on Social Work Education (CSWE), those recognized through its International Social Work Degree Recognition and Evaluation Service, or those covered under a memorandum of understanding with international social work accreditors. Additional requirements are as follows:

- Admission to the MSW Advanced Standing program is only done in Fall 1 and Spring 1 terms.
- Applicants must have had a 3.0 overall grade point average in their BSW degree from a CSWE-accredited BSW program, or a BSW program in CSWE Candidacy process. Admission for both internal and external candidates is contingent upon candidates having a 3.0 GPA at the time of matriculation.
- Applicants are required to submit the following:

- Official (or unofficial) transcripts from their BSW degree granting institution. If admitted into the program, official transcripts are required to be on file within 30 days of admission. Graduation from CSWE accredited program must be within 5 years of application to Pacific Oaks College MSW Advanced Standing program.
- Two letters of recommendation. One must be from a field supervisor or manager from a prior field education placement site. This can also be the Final Field Evaluation from BSW Field placement. The second can be from a current employer, professional contact, or previous supervisor at an internship/field education placement. If a field evaluation is submitted, then the second recommendation must be a narrative letter format.
- Resume
- Two writing samples:
- (1) Academic paper from a BSW capstone or upper-division course;
- (2) Applied work sample, which can include redacted progress notes, program evaluations, etc. (Please consult with MSW faculty for specific appropriate samples).

- Interview (May be group or individual)

*Students who have not satisfied the college-level statistics requirement as part of their undergraduate coursework may be granted acceptance to the program with the requirement that they satisfy the statistics requirement as part of their course of study at Pacific Oaks College.

Program Transfer

In addition to traditional admissions processes for new incoming students, current Pacific Oaks College graduate students can apply for a program change to the Master of Social Work Degree program. In such cases, current students will submit all necessary admissions documents required for the Master of Social Work degree program to the college Admissions Department and must participate in an interview with a member of the Pacific Oaks College Social Work faculty. If the student is admitted by the Social Work faculty, the Admissions Department and Social Work faculty work with the student to ensure a seamless transition and proper placement in MSW courses. Current graduate-level students who apply for a program change must be in good academic standing in their current program of study for their application to be considered.

Master of Arts in Early Childhood Education (All Specializations)

- Successful completion of a bachelor's degree or higher from an institutionally accredited program in Early Childhood Education or Child Development*

  *Students who do not have a BA in either Early Childhood Education or Child Development are admitted based on completion of approved courses from an Institutionally accredited college/university.

- Demonstrated commitment to the mission and values of Pacific Oaks College

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

Master of Arts in Education Elementary Education

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Satisfy the Basic Skills Requirement (e.g., CBEST)
- Proof of registration or payment for the California Subject Examinations for Teachers (CSET: Multiple Subjects; i.e., Subtests I, II, and III) with test dates in the first six months of initial enrollment is due by the end the second term from the start date of the program.
- Letter of Recommendation required for students whose cumulative GPA is below 2.5

Master of Arts in Education Special Education

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Satisfy the Basic Skills Requirement (e.g., CBEST)
- Proof of registration or payment for the California Subject Examinations for Teachers (CSET: Multiple Subjects; i.e., Subtests I, II, and III) with test dates in the first six months of initial enrollment is due by the end the second term from the start date of the program.
- Letter of Recommendation required for students whose cumulative GPA is below 2.5

Bilingual Authorization Spanish / Bilingual Authorization Mandarin

Admissions Requirements for Post-Credential Candidates

- Application and fee
- Transcripts
- Minimum 3.0 GPA
- Letters of Recommendation
- Verification of completion of Initial Credential Requirements (Valid Preliminary or Clear California Multiple Subject Credential)
- Verification of authorization to teach English Learners
- Screen for language proficiency (CSET III)
- Assess applicant's application for the program through an interview
- Accept or deny application

Preliminary Education Specialist Instruction Credential

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Satisfy the Basic Skills Requirement (e.g., CBEST)
- Proof of registration or payment for the California Subject Examinations for Teachers (CSET: Multiple Subjects; i.e., Subtests I, II, and III) with test dates in the first six months of initial enrollment is due by the end the second term from the start date of the program.
- Letter of Recommendation required for students whose cumulative GPA is below 2.5

Preliminary Multiple Subject Teaching Credential

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College
- Satisfy the Basic Skills Requirement (e.g., CBEST)
- Proof of registration or payment for the California Subject Examinations for Teachers (CSET: Multiple Subjects; i.e., Subtests I, II, and III) with test dates in the first six months of initial enrollment is due by the end the second term from the start date of the program.
- Letter of Recommendation required for students whose cumulative GPA is below 2.5

Online Doctor of Education Program in Early Childhood Education

- Completed Application for Admission
- Application Fee
- Personal Statement *
- Resume'/CV
- Interview
- Official Transcripts from all higher education institutions attended

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successful completion of a master's degree in early childhood education, Child Development, Human Development, Education, or a related field
- *Personal Statement Prompt:
- Describe two challenges in your life you have experienced. Explain what those challenges mean to you and how those challenges will help you pursue your professional goals at Pacific Oaks College. Lastly, explain how you will contribute and uphold the Pacific Oaks mission and core values during your course work and professional development.

Master of Arts in Organizational Leadership and Management

- Successful completion of a bachelor's degree program from an institutionally accredited degree-granting institution
- Demonstrated commitment to the mission and values of Pacific Oaks College

Graduate International Student Admissions

Based on U.S. Homeland Security regulations, international students must be enrolled full-time to be eligible for campus-based study in the United States under a student (F-1) visa. International applicants who wish to complete a degree online are not eligible for issuance of a student (F-1) visa.

International applicants must have non-U.S. transcripts evaluated by an approved evaluation agency. Pacific Oaks College may accept an official copy of the transcript evaluation in lieu of an official transcript from foreign institutions.

The transcript evaluation must include:

1. A detailed report (course-by-course evaluation)
2. A U.S. degree equivalency
3. A U.S. Grade Point Average (GPA) equivalency

Approved transcript evaluation agencies are:

- A verifiable current member of NACES (National Association of Credential Evaluation Services), or
- IEE as the preferred partner
- A verifiable current member of AICES (Association of International Credential Evaluators, Inc.), or
- A verifiable current member of acceptable foreign transcript evaluation agencies approved by the State of California Commission on Teacher Credentialing

Transcript evaluations are not required from American universities operating overseas, provided the institution is accredited by an accrediting body recognized by the U.S. Department of Education, with grades reported on a U.S. 4-point scale.

International students are required to demonstrate final pre-requisite degree conferral. An international student who is conditionally admitted with proof of final degree conferral pending will be permitted until the start of the second term to provide required degree conferral documents.

All international applicants for whom English is a second language, with the exception of applicants who have an associate's degree, bachelor's degree, or 60 transfer credits from an institution in which the language of instruction is English, must submit official scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 89 TOEFL or 6.5 IELTS is required for admission. Scores must be no more than 2 years old. For additional acceptable forms of proof of English proficiency, please contact POinternational@pacificoaks.edu.

Students with a bachelor's degree or higher from an institution located in one of the following countries are exempt from the English requirement:

- Anguilla, Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada, Cayman Islands, Dominica, Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, Montserrat, Namibia, New Zealand, Nigeria, Saint Lucia, Saint Vincent and Grenadines, Sierra Leone, Singapore, South Africa, Swaziland, Tanzania, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, Zambia, Zimbabwe and the United States.
- Citizens of Quebec may need to provide proof of English Proficiency. If the student completed a program at a non-English speaking institution, the student must submit EPR.
- Students who completed their education (K-12, bachelors, masters, or doctoral programs) from the above listed countries.

Students in a non-immigrant status are not eligible for U.S. financial aid. Upon gaining acceptance to a campus-based program, accepted applicants who request sponsorship for a student visa (F-1) must submit a New Student Information Form and supporting documentation before a certificate of eligibility for non-immigrant students (I-20) can be issued. For current information on minimum financial requirements and how to obtain an I-20, please visit the international admissions page of the Pacific Oaks website or contact POinternational@pacificoaks.edu.

Graduate Enrollment Status Requirements

Graduate enrollment at Pacific Oaks College is defined as follows:

Full-time	Part-time	Less than Half
6+ Credits	3-5 Credits	2 or less credits

Graduate Transfer Credit Policy

Each School determines transferability of graduate level coursework. Graduate transfer credit guidelines by School are:

a. Courses must be graduate level and must have been completed at an institutionally accredited graduate institution.
b. Courses must adhere to the *Course Time Limit Policy* and be completed within seven (7) years of the date of enrollment for Education programs and within ten (10) years of the date of enrollment for all other programs
c. Courses must be graduate-level and the institution must be institutionally accredited.
    i. Institution must be approved by the Board of Behavioral Sciences
d. All official transcripts must be on file before a program starts.
e. Courses must be completed with a grade of B or higher (3.0 on a 4.0 grade scale).
    i. Credits for courses in which the student earned a grade below B or took a non-letter grade such as a pass/fail or credit/not credit are not transferable.
f. Credits applied to meet the requirements of a previously earned degree of any type at another institution are ineligible for use as transfer credit.
g. Courses must be completed prior to entry into the POC graduate program. Courses completed while concurrently enrolled at another institution will not be accepted for transfer credit.
h. Only courses that qualify for graduate credit by the transferring institution can be transferred.
i. Courses must be graduate-level and have been completed in regular, non-extension formats.

Graduate Admission for Pacific Oaks BA Students

Pacific Oaks BA students applying for a Pacific Oaks master's degree must have completed their BA degree or be fully admitted to the BA degree program and be enrolled in their final semester. The application fee requirement is waived for Pacific Oaks College alumni.

Matriculation Policies

Students admitted/readmitted for Fall 2022, Spring 2023, and Summer 2023 will be governed by this Catalog.

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

Admission and Re-Entry Policies

Students returning to Pacific Oaks College after a lapse in enrollment of 364 days or fewer, and who are in good academic and school standing, are classified as Re-Entry students.

Students seeking Re-Entry must submit a Re-Entry Request Form to the Office of the Registrar. The Registrar Office will forward the request to the Academic Chair for review. At the Chair's discretion, the student may be asked to provide a Re-Entry Letter of Intent. Re-entry is not guaranteed and is subject to review and approval.

If a Letter of Intent is requested, the Office of the Registrar will notify the student and supply the necessary instructions for the Letter of Intent.

The student must complete and return the Letter of Intent to the Office of the Registrar which will in turn be forwarded to the Academic Chair to evaluate considering the student's previous academic performance, conduct, and professionalism within their degree program.

The Academic Chairs decision regarding Re-Entry will be communicated to the Office of the Registrar, who will then inform the student.

Students who wish to appeal a Re-Entry denial may do so by submitting a General Petition to the Office of the Registrar. Petitions are reviewed by the Academic Standards Committee of the College.

Please Note: All holds must be cleared before course registration. Re-entry students must meet all other requirements for registration eligibility. This policy applies to all degree programs and delivery modalities.

Returning Students: 365 or more days since last withdrawal date (Readmission): Any students returning to Pacific Oaks in good academic and school standing after a lapse in enrollment of 365 or more days are considered re-enrollments. Re-enrolling students are required to reapply for admission through the Admissions Office and submit new application documents. Re-admitted students who have completed additional coursework outside of Pacific Oaks College must submit official transcripts for review of transfer credit. Students who have been away from the college for more than five (5) years must provide official transcripts from all institutions attended. Non-satisfactory academic performance may nullify the student's ability to reenroll. Students being readmitted who only require thesis completion will be evaluated by the academic department to determine the current status of their work. Non-satisfactory academic performance may nullify the student's ability to reenter.

Returning from Dismissal or Probation Status

Students seeking to return after leaving in a probationary status must complete an Admission application or Re-entry Form, as determined by their last date of attendance. Students who have been dismissed from the College for failure to

meet Satisfactory Academic Progress requirements may apply for readmission for a start date that begins after 365 days from the term of dismissal. Non-satisfactory academic performance may nullify the student's ability to reenter.

In addition to the Re-entry or Admission application, students will need to complete the following documents for enrollment consideration:

- Academic recovery plan developed with their faculty advisor,
- A student statement addressing their absence from the College and reasons for returning, and
- Official transcripts in sealed envelopes from institutions attended while separated from the College.

The admission application or Re-Entry Form, along with the student statement, academic recovery plan and official transcripts, must be submitted to the Registrar Office and will be reviewed by the Academic Standards Committee for determination. Favorable consideration will be based upon evaluation of the reasons for previous separation, evidence of improved academic standing, improved conduct, and increased personal maturity. Non-satisfactory academic performance may nullify the student's ability to be readmitted. All students returning after dismissal or probation will be re-admitted on a probationary status. Students who have been dismissed from Pacific Oaks College for ethical or behavioral reasons will not be readmitted.

Readmission for Military Students

POC recognizes that military students may be temporarily unable to attend classes and/or be required to suspend their studies to perform their military service. Therefore, POC does not deny readmission to military members for reasons relating to their military service. Students who meet the appropriate criteria will be readmitted with the same academic status as the student had when they last attended the College. This policy is in accordance with the Higher Education Opportunity Act (HEOA) of 2008.

Military service for the purposes of readmission is defined as service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

The student must notify the college by providing written notice of such service to the Office of the Registrar as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to POC. No notice is required if precluded by military necessity such as service in operations that are classified or would be compromised by such notice.

Any service member in a U.S. military reserve unit should provide a copy of all training orders as far in advance as possible. In addition, any military student who did not give advance written or verbal notice of service to a college official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation and documentation that the student performed service in the uniformed services that necessitated the student's absence from the College.

An affected service member must, upon the completion of a period of service in the uniformed services, notify POC of his or her intent to return to the college not later than three (3) years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify a college official of his or her intent to return to POC not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission but is subject to all college policies and practices.

If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If POC determines that the student is not prepared to resume the program, or will not be able to complete the program, the college will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student.

Second Bachelor's Degree with First Degree Earned at Pacific Oaks

Pacific Oaks College bachelor's degree graduates can complete a second bachelor's degree with the institution if the second bachelor's degree is in another discipline. Students must apply for admission to seek a second bachelor's degree. All admitted students are held to current Catalog/degree requirements.

Enrollment in a Second Academic Program

Concurrent enrollment in two degree-seeking programs is **not permitted**. A student that wishes to enroll in a new academic program must complete all degree requirements in their current program and have their degree conferred to be eligible to start a new academic program. Degree conferral must occur either on or prior to the Add/Drop deadline. Students must also be in good academic, financial, and programmatic standing and must be meeting all financial obligations to the institution at the time of application and at the time of enrollment, if accepted. Students must also complete the standard admission process for the new program. Please see the Admissions Policies for more information.

A student who wishes to transfer from their current academic program to a different academic program at the same degree level must contact their Faculty Advisor and the Office of the Registrar. Students must meet all admission requirements for the new academic program and be in good academic and financial standing. Please refer to the Pacific Oaks Program Changes policy for more information.

Reapplication for Admission after Denial Decision

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

Course Time Limit Policy

Pacific Oaks College welcomes the return of students who for various reasons have not completed their degree or credential. Courses completed either at Pacific Oaks or in transfer from an institutionally accredited college or university that are more than the course time limits prior to the date of readmission will not be counted towards graduation requirements or completion of credential. The content of these courses may no longer be current or required for a degree or credential.

Previously earned credit will be awarded, when appropriate, to meet content distribution areas and degree-specific requirements. Time limits are in place to ensure that transfer credits meet present-day academic standards. General guidelines for time limits on transfer credit are noted below.

General Education Courses

Any courses that fulfill student's general education requirements do not have a course time limit. Refer to *General Education Requirements* for course listings.

HyFlex (Synchronous/Asynchronous) Instructions are delivered through a combination of live synchronous class meetings and asynchronous class sessions via Canvas. Students will have the option of attending synchronous meetings either on-site, remotely via web conference, or asynchronously depending on their preference. This counts toward "in residence" credits for Veteran Affairs Education Benefits, so long as students attend at least one on-site class meeting. The number of synchronous class meetings will vary depending on the section, but each section will have a minimum of one synchronous class meeting. Students should check the course syllabus for the exact schedule of class meetings. Counts toward "in residence" credits for Veteran Affairs Education Benefits, so long as students attend at least one on-site class meeting. May not count toward "full course of study" credits for international students (F-1 Visa holders).

Pacific Oaks College will not consider credits earned more than 10 years prior to the date of enrollment. Students looking for re-admittance will also adhere to the 10-year requirement including credit completed with Pacific Oaks College. Courses completed with Pacific Oaks College 10 years or more prior to re-admittance will not be eligible for transfer and students will be required to complete new curriculum. An approved Leave of Absence does not alter the 10-year period for completion of degree requirements.

Department of Education

The Department of Education will not consider credits earned more than seven (7) years prior to the date of enrollment. Students looking for re-admittance into the programs in the Department of Education will also adhere to the 7-year requirement including credit completed with Pacific Oaks College. Courses completed with Pacific Oaks College 7 years or more prior to re-admittance will not be eligible for transfer and students will be required to complete new courses. An approved Leave of Absence does not alter the 7-year period for completion of graduate degree requirements.

Financial Aid and Student Accounts Policies

At Pacific Oaks College we appreciate the challenges students may face when determining how to fund their college education. The College is committed to helping students understand and manage the financial aspects of their education. The Pacific Oaks College Financial Aid Office and its experienced staff are dedicated to serving our 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 following Code of Conduct was last updated by a vote from NASFAA's Board of Directors in November 2020 and published in January 2021. Subject to enforcement procedures that went into effect July 1, 2015, NASFAA institutional members of NASFAA will ensure that:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.

a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publicly disclosed. Borrowers will not be auto-assigned to any particular lender.
c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
d. No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or their family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).

2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.

3. Institutional financial aid offers and/or other institutionally provided materials shall include the following:

- Breakdown of estimated individual Cost of Attendance components, including which are direct (billed by the institution) costs vs. indirect (not billed by the institution) costs
- Clear identification and proper grouping of each type of aid offered indicating whether the aid is a grant/scholarship, loan, or work program
- Estimated net price
- Standard terminology and definitions, using NASFAA's glossary of terms
- Renewal requirements for each aid type being offered as well as next steps and financial aid office contact information

4. All required consumer information is displayed in a prominent location on the institutional web site(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."

5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.

Financial Aid Recipients

Financial aid recipients must review their most recent award letter or check with the Financial Aid Office to ensure that the staff has an accurate count of credits. For additional information visit the Pacific Oaks Costs & Financial Aid webpage.

Tuition and Fees

Tuition and fees are subject to change without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed, or for coursework that the student was in the process of completing.

Tuition per Credit Hour

Degree Type	Tuition Rate

Undergraduate Lower-Division Courses	$412
Undergraduate Upper-Division Courses	$917
Undergraduate Tuition for Upper-Division Courses for Bachelor's Degree in Early Childhood Education: Elementary Education and Special Education*	$734
*Students must meet minimum admissions requirements including 46 transferrable credits and submission of passing score of CBEST to qualify for this tuition rate	
Graduate: MA in Early Childhood Education, MA in Education: Special Education, MA in Education: Elementary Education, Master of Social Work	$1,283
Teacher Credential (Undergraduate)	$917
Teacher Credential (Graduate)	$1,283
Graduate: MA in Human Development MA in Organizational Leadership & Management MA in Marriage & Family Therapy MA in Marriage & Family Therapy, Trauma Studies MA in Marriage & Family Therapy, African-American Family Studies MA in Marriage & Family Therapy, Latinx Family Studies MA in Marriage & Family Therapy, LGBTQIA+ Studies	$1,327
Doctoral Program in Early Childhood Education	$1,648
Active-Duty Military (Undergraduate)	$250
Military Families and Veterans (Undergraduate)	$734

Fee Schedule for 2026-2027 Academic Year:

Fee	Amount
Application Fee for Admission & Readmission	$55
Tuition Deposit (non-refundable)	$100
Zero Credit Courses	50% of current program level credits cost
Intern Seminar Course - Department of Education	$175

Late Course Registration Fee	$100
Course Audit Fee (upon approval of Department Chair)	$450
Late Payment Fee	$50
Returned Check Fee	$35
Institutional Services Fee	$300 per term
Student Government Association (SGA) Fee	$10 per term
Library Late Book	$0.25 per day, per item
Library Late Reserve/Audio Visual Return Fee	$0.50 per day, per item
Library Late Interlibrary Loan/Netbook/Electronic Accessory Return Fee	$1 per day, per item
Library Lost/Stolen Item Replacement Fee	$20 plus cost to replace item
Petition for Degree Completion Late Fee	$40
Graduation Fee (Undergraduate)	$75
Graduation Fee (Graduate)	$100
Duplicate Diploma Fee	$30
Transcript Fee	$20

*** Online and/or expedited transcript requests will carry additional fees**

CLE Fees

	Cost
GEN 289 3 lower-division credits	$1,236 (lower-division rate of $400 per credit)
GEN 299 Lab	$79 per semester
GEN CLE Recording Fee	$54 per credit (up to a total of 24 credits, no more than $1,296)

Military and Veteran Tuition Rate

Active-duty personnel and veterans of the U.S. Military or National Guard, and their spouses and dependents may be eligible for the Military and Veteran Tuition Rate. This rate has been established to support individuals who have dedicated themselves to serving in the United States armed forces.

Active-duty personnel: Students should identify membership to one of the categories listed above at the time of application. The Military Tuition Rate is applied to future terms only and is not retroactive for current or prior terms. Military personnel must submit a copy of the most recent leave and earnings statement (LES). A student may be required to resubmit documentation annually.

Veterans: A student should identify membership to one of the aforementioned categories at the time of application. The Veteran Tuition Rate is applied to future terms only and is not retroactive for current or prior terms. A student receiving this benefit must submit a copy of the Veteran's DD-214.

A student utilizing VA benefits must work closely with School Certifying Officials in Student Accounts to make sure that all necessary documents are on file prior to the certification of enrollment with the Veterans Benefits Administration.

The Military and Veteran Tuition Rate may not be combined with other special tuition rates. Information on the Military and Veteran Tuition Rate is available from the Student Accounts Department and the Pacific Oaks Military and Veteran Tuition Rate webpage.

Veterans Benefits and Transition Act of 2018

The Veterans Benefit and Transition Act of 2018 permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

The Veterans Benefits and Transition Act of 2018 ensures that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Tuition and Fee Payment

Tuition and fees are posted annually on the Pacific Oaks College Tuition and Fees website. Completion of the registration process at Pacific Oaks College constitutes a contract and obliges the student for full payment. The student must complete the appropriate process to withdraw from the institution (see *Withdrawal from the College* policy section).

Tuition is due in full on Monday following the Add/Drop period of each semester. 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 before the Add/Drop period ends. Payment plans may be made available by contacting the Student Accounts Department.

All 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. Diplomas will not be released to students with delinquent accounts.

Students having difficulty making payments or with questions about their account should contact the Student Accounts Department to discuss payment arrangements.

Late Payment fees

A Late Payment fee is charged monthly for any missed or delayed payments until the payment is satisfied in full. No student can register for courses until all outstanding balances owed to the institution from a previous semester have been paid in full. The Student Accounts Department must also verify that payment in full has been received.

This policy does not exclude students on payment plans. Students on payment plans can only register after their last payment is made. Payment plans should be completed within 90 days of the add/drop period.

Payment Plans

Students with outstanding balances may be eligible for student payment plans. These plans are created for students with balances not covered by financial aid and/or other funding sources.

Arrangements to participate in this plan must be made with the Student Accounts Department, prior to the end of the Add/Drop period for each semester, or as soon as an account balance occurs during any phase of the student's program. Students with a delinquent account balance are subject to registration holds for subsequent semesters and may not be able to attend classes, begin/attend practicums, begin internships, or work with faculty on their thesis until approved arrangements are made for all outstanding tuition and fees balances.

Student Refunds (Stipends)

A federal student aid credit balance can be created when the total of all federal student aid funds that are credited to the student's account exceeds the amount of current and prior year (up to $200) tuition, fees, and any other educationally related charges the institution assessed the student. For students who have an institutional balance within the same academic year, subsequent disbursements will be held to cover the institutional charges. Unless the student authorizes the institution to hold a credit balance, the credit balance must be paid to the student as soon as possible, but not later than 14 days after the credit balance occurs (or 14 days after the first day of class if the credit balance occurred before the first day of class of that payment period). If a student elects to authorize the College to hold any federal student aid credit balance beyond the 14-day period, the College will release any remaining credit balance to the student by the end of the loan period.

NSLDS Consumer Information Disclosure

When the College processes federal student aid, the loan information will be submitted to the National Student Loan Data System (NSLDS) when the funds have been processed and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

Financial Aid Eligibility Factors

Enrollment status
Students must maintain a minimum half time status to be eligible for federal and state financial aid. Half time status is 3 credits for graduate students and 6 credits for undergraduate students.

Types of Aid
Pacific Oaks College offers a variety of scholarships, grants, loans, and student employment and fellowship programs to students seeking financial assistance to help fund their education. Students can review a list of available funding programs on the Pacific Oaks College Funding Your Education website.

In addition to federal and state funding programs, Pacific Oaks College offers an internal aid program of scholarships, student assistantships and fellowships. Detailed information on the programs offered in the internal aid program can also be found on the Pacific Oaks Funding Your Education website.

Federal Financial Aid

Direct Unsubsidized: This loan is non-need based. Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary education. The lender is the U.S. Department of Education. Students may borrow directly from the federal government through the Direct Loan servicer. To be eligible for a Direct Loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. Undergraduate and graduate students can apply for an Unsubsidized Direct Loan, which begins to accrue interest while the student is in school. An origination/guarantee fee may be deducted from the student's disbursed loan amount. Please refer to the Federal Direct Annual Loan Limits and Federal Direct Aggregate Loan Limits tables at http://www.direct.ed.gov/applying.html. The standard repayment plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s).

Direct Subsidized Loans are available to undergraduate students with financial need. Pacific Oaks determines the amount you can borrow, and the amount may not exceed your financial need which is calculated based on information provided by a student's FAFSA. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while you're in school at least half-time, for the first six months after you drop below halftime, leave school (referred to as a grade period*), and during an optional period of *deferment* (a postponement of loan payments).

Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty.

Please refer to www.studentaid.ed.gov for additional information.

Direct Graduate PLUS Loan: This is a long-term, low-interest loan for graduate students. The student may borrow up to the cost of attendance, minus all other financial aid received, and after all Direct loan eligibility has been exhausted. The lender is the U.S. Department of Education. These loans are non-need-based and are subject to credit approval. If denied, a student may apply using a co-signer. Repayment begins 60 days from the date the loan is fully disbursed. The student is responsible for paying the interest on this loan starting from the time of the first disbursement. However, this student loan will be placed in deferment while you are enrolled at least half-time.

Please refer to www.studentaid.ed.gov for more information.

Disbursement of Aid
Students are notified when loan funds have been received and applied to their student ledger via their personal Pacific Oaks College online student portal account. Disbursements to students begin to post two weeks after the semester has begun. From the date of disbursement, students have 14 days to notify the school to cancel and/or return any funds.

Entrance and Exit Counseling
Entrance Counseling must be given to all financial aid students before aid is disbursed, and Exit Counseling must be given to all financial aid students within 30 days of separation from the school. Entrance and exit counseling is available at https://studentloans.gov.

Return to Title IV Funding

A Return of Title IV Funds calculation is when a Title IV recipient drops all classes in the current semester or withdraws from his or her program. This process ensures that the institution correctly calculates the amount of federal student financial aid earned by the student and returns any unearned funds back to the federal student financial aid programs. In some cases, the school is required to return unearned Title IV funds; the student is also responsible for returning any unearned aid. In addition, the Return of Title IV process may result in the student owing the school for unpaid tuition and fees. A student may withdraw from the College at any time by notifying the Office of the Registrar, either verbally or in writing, of their decision to withdraw, but it is highly recommended that the student speaks with a Financial Aid Advisor prior to withdrawing.

For Return of Title IV calculation purposes, the payment period is defined as a semester. For official or administrative withdrawals, a student's last date of attendance is the last day in which a student attended class (for online students this is any academic related activity for their class). If a student completes a course and receives a passing grade, the last date of attendance will be recorded as the end date of the session/semester.

The portion of Title IV funds a student can receive is calculated by comparing the total number of days completed before the student withdrew from the program to the total number of days in the payment period. An official withdrawal date is determined when a student requests to be dropped from their program or does not meet attendance requirements to remain eligible for Title IV funding. A student earns 100% of the aid once they have completed more than 60% of the term.

If the amount of aid disbursed to the student is greater than the amount of aid earned by the student, the unearned portion must be returned to the federal account; this may include the student, the institution, or both. In returning unearned funds, the institution is responsible for returning the portion of the unearned funds equal to the lesser of the institutional charges for the payment period multiplied by the unearned percentage of funds, or the entire amount of unearned funds. If the student must return any unearned funds, they must repay them. If the unearned funds consist of Title IV loans, then the student repays the loan in accordance with the terms and conditions of the promissory note.

If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student's account. If a student is eligible to receive a post-withdrawal disbursement from Title IV loan funds, the student will be asked for his or her permission to disburse the loan funds on the student's account to reduce the balance owed to the institution or disburse the excess loan funds directly to the student. The College has 30 days from the date of the institution's determination that the student withdrew to offer the post-withdrawal disbursement of a loan to the student. The student has 14 days from the date the institution sends the notification to accept the post-withdrawal disbursement in writing. The Return of Title IV process determines if the funds will be allocated to the school or student.

Once the College's portion of the return of funds has been calculated, the Financial Aid Office must return the aid within 45 days to the appropriate federal student financial aid program(s) in the order specified below. If this creates a balance on the student's account, the student will be responsible for full payment to the institution. A student will not be allowed to re-enter or register until the outstanding balance has been paid in full. If loan funds are returned by the student, they may pay them back under the original terms.

The College will return the unearned Title IV funds in the following order:

Direct Graduate or Parent PLUS
Unsubsidized Direct Loan
Subsidized Direct Loan
Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)

For information regarding the determination of withdrawal date, please see the *Withdrawal from the College policy* in the General Academic Policies section of this Catalog.

1098 T Statements

1098-T Tuition Statements are made available to eligible students every year no later than January 31 as required by law. If a student does not select paperless delivery, the statement will be mailed to the address on file. It is the student's responsibility to ensure their contact information is up to date.

Military/Veterans

Pacific Oaks College is strongly committed to supporting those who have served our nation through military service. POC serves veterans, service members and their families, who are accessing U.S. Department of Veterans Affairs education benefits, often referred to as VA benefits.

Students at POC eligible to receive VA Educational Benefits may qualify for one of the following Chapters of the VA benefits of Educational Assistance:

- CHAPTER 30: Montgomery GI Bill® Active Duty (MGIB-AD)
- CHAPTER 31: Veteran Readiness and Employment
- CHAPTER 33: The Post-9/11 GI Bill®
- CHAPTER 35: Survivors' and Dependents' Educational Assistance Program (DEA)
- CHAPTER 1606: Montgomery GI Bill® Selected Reserve (MGIB-SR)
- CHAPTER 1607: Reserve Educational Assistance Program (REAP)

Eligibility for VA Educational Benefits is determined by the Department of Veteran Affairs. If you are unsure which benefit may apply to you contact the VA Education Call Center at (888) 442-4551/ (888) 442-4551 FREE.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

Yellow Ribbon Program

Pacific Oaks College is proud to participate in the Yellow Ribbon Program. The Yellow Ribbon Program allows additional funding for students who are 100% eligible for Chapter 33 Post 9/11 benefits who have reached the VA academic year payment cap. Pacific Oaks College will pay half the certified amount and the VA will match the payment, not to exceed total cost.

VA students will need to submit a Pacific Oaks VA Student Responsibility Form and a copy of their VA Certificate of Eligibility stating they are 100% eligible for the Chapter 33 Post 9/11 VA benefits once you are an accepted student at Pacific Oaks College.

Once a Veteran student has been admitted to Pacific Oaks College:

1. All official transcripts must be submitted from all institutions previously attended at the time of admission.
2. If you have not done so already, apply to use VA Educational Benefits at Pacific Oaks College directly from the VA website.
3. A copy of the veteran's DD214 is required if you are applying for the Veteran Tuition Rate.
4. A Pacific Oaks VA Student Responsibility Form must be completed to have your benefits certified, along with a copy of your certificate of eligibility (COE). An updated printed copy of your certificate of eligibility can be obtained from e-Benefits. Connect with your faculty advisor to assist you with determining your course schedule.
5. Your enrollment counselor or Student Support Advisor can assist you with registering for classes each semester.
6. Make plans with the Student Accounts Department for the payment of any tuition and fees that will not be covered by VA benefits, Financial Aid, or that will not be paid directly to Pacific Oaks College.

7. Any changes in your enrollment must be communicated to the Pacific Oaks School Certifying Official immediately. You will be responsible for all charges owed to the VA and/or the school for any changes to certifications.

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
12. Marine Corps Reserve

The release of student recruiting information follows the FERPA guidelines defining student directory information. 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, then Pacific Oaks may not release this information to military organizations.

Return of Military Tuition Assistance

Students using military Tuition Assistance (TA) to pay for course(s) will have any unearned TA funds returned on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student is withdrawn, dismissed, or otherwise stops attending the College. The Department of Defense requires the College to return any unearned TA funds to the department based on how much of the course students have attended.

The College will calculate TA eligibility for students who fail to attend, drop out, withdraw (officially or unofficially), or are dismissed prior to completing more than 60 percent of the enrollment period. The enrollment period encompasses the semester/session start and end dates for applicable courses.

Your TA eligibility is determined based on the following formula:

$$\frac{\text{Number of Days Completed Before Withdrawal}}{\text{Total Number of Days in the Enrollment Period}} = \text{Percent of TA Earned}$$

Students will still be liable for their Tuition and Fees based on the applicable refund schedule, regardless of the amount of TA funds that must be refunded to the Department of Defense.

Students who withdraw due to a military service obligation may be entitled to receive a full refund of tuition and fees. All refunds are subject to the presentation of official documentation.

Drop/Withdrawal Refund Schedule

Pacific Oaks courses are offered in 16-week semesters and 8-week sessions. Students follow the refund schedule based on registration in 16-week semesters and/or 8-week sessions.

16-WEEK SEMESTER SPRING AND FALL

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the semester	100%	Course removed
Drop/Withdrawal on or before Sunday of the 2nd week of the semester	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the semester	50%	"W" grade posted
Drop/Withdrawal on or before Sunday 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 through weeks 13-16 of the semester	0%	"WX" grade posted

12-WEEK SUMMER SEMESTER (CAMPUS ONLY)

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the semester	100%	Course removed
Drop/Withdrawal on or before Sunday of the 2nd week of the semester	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the semester	50%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the semester	25%	"W" grade posted
Drop/Withdrawal through weeks 5-10 of the semester	0%	"W" grade posted
Drop/Withdrawal through weeks 11-12 of the semester	0%	"WX" grade posted

8-WEEK SESSION

Timeline	Refund Percentage	Transcript Notation

Drop/Withdrawal on or before Sunday of the 1st week of the 8-week online and ground session	100%	Course removed
Drop/Withdrawal on or before Sunday of the 2nd week of the 8-week online and ground session	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the 8-week online and ground session	50%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the 8-week online and ground session	25%	"W" grade posted
Drop/Withdrawal through weeks 5-6 of the 8-week online and ground session	0%	"W" grade posted
Drop/Withdrawal through weeks 7-8 of the 8-week online and ground session	0%	"WX" grade posted

Maryland Resident Tuition Refund Policy Disclosure Statement (Online Students Only)

Tuition refunds for Maryland-resident students enrolled in online programs at Pacific Oaks College will be issued in accordance with the following schedule as required by the regulations of the Maryland Higher Education Commission. However, if Pacific Oaks College's refund policy is more beneficial to Maryland students, it will follow its refund policy and issue refunds of tuition to Maryland students as provided in that policy.

1. As required by the Maryland Higher Education Commission, the minimum refund that Pacific Oaks College will pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

2. A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

3. This refund policy must be disclosed to students upon enrollment, and documentation verifying student refunds in accordance with this policy must be maintained.

Oregon Refund Policy

The first week of every semester/session is the Add/Drop week for students. Prior to the semester/session start: Students should add and drop courses online through the Student Gateway prior to the start of the semester/session. During the first week of the semester/session: Students may also change their course schedules during Add/Drop week and will not be charged a late registration fee. For students who have yet to register for any courses prior to Add/Drop and choose to add courses during this time, they will be assessed a late registration fee. Students must submit any changes to their schedule through an Add/Drop form to the Registrar's Office by the add/drop deadline. Please refer to the Academic Calendar for specific registration dates and add/drop deadlines. Drops that are officially processed by the add/drop deadline will not appear on the student's transcripts. After the first week of the semester/session: Students who wish to withdraw from a course after the add/drop deadline must submit an Add/Drop form to the Registrar's Office. Students who drop or are administratively dropped after the first week of class will receive a grade of "W" or "WX." Students who drop after the first week of class may be eligible for a partial refund. Please see the Drop/Withdrawal Refund Schedule in the Financial Aid & Student Accounts section of the Catalog to determine whether a "W" or "WX" will be issued and if a tuition adjustment is necessary.

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint.

Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the HECC complaints web page or the WASC complaints web page.

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the 8-week online and ground session	100%	Course removed
Drop/Withdrawal on or before Sunday of the 2nd week of the 8-week online and ground session	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the 8-week online and ground session	63%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the 8-week online and ground session	50%	"W" grade posted
Drop/Withdrawal through weeks 5-6 of the 8-week online and ground session	0%	"W" grade posted

Drop/Withdrawal through weeks 7-8 of the 8-week online and ground session	0%	"WX" grade posted

8 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**
Week 1	100%
Week 2	75%
Week 3	63%
Week 4	50%
Week 5-8	0%

12 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**
Week 1	100%
Week 2	90%
Week 3	80%
Week 4	70%
Week 5	60%
Week 6	50%
Week 7-12	0%

15 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	**Refund**
Week 1	100%
Week 2	93%
Week 3	86%

Week 4	79%
Week 5	72%
Week 6	65%
Week 7	58%
Week 8	50%
Week 9-15	0%

General Academic Policies

In this section, you will find basic academic information and policies affecting all students, including grading, registration, Satisfactory Academic Progress, leave of absence, and attendance requirements.

Academic Affairs

The Academic Affairs Department of Pacific Oaks College is the primary unit responsible for the quality of academic programs offered at the College. Academic Affairs ensures the mission and values of Pacific Oaks are translated into the pedagogy and curricula used and taught. The academic staff and faculty at Pacific Oaks have a long tradition of providing high-quality courses and learning experiences informed by the faculty's academic values. The values have philosophical foundations informed by the works of Paulo Freire-Pedagogy of the Oppressed; Antonia Darder-The Critical Pedagogy Reader; Bell Hooks-Teaching Community: Pedagogy of Hope; Louise Derman Sparks-Anti Bias Curriculum; and Elizabeth Jones-Teaching Adults. From these scholars, the faculty have embraced the following values:

- The Democratic Classroom
- Inclusion/Diversity/Social Justice
- Caring
- Building on Strengths/Authentic Assessment
- Learning through Play
- Intellectual and Moral Autonomy
- Transformative Learning

These values are translated and brought alive in each classroom. From this we provide a curriculum that includes:

- A relational learning experience that is meaningful, intellectually stimulating, relevant and personal;
- The Culture Centered model promotes validation, visibility, and meaningful dialogue and inquiry; teaches critical thinking skills in more than one language; and embraces appreciation of multiple ways of learning, communication, exploration, and participation.
- Uses an Emerging Curriculum, which expresses and validates the integration of life experiences and opportunities in the classroom that emerge from the course of study, and the dynamic responses of students.

The Academic Affairs department includes all academic staff and all faculty levels. It is led by the Vice President of Academic Affairs.

Global Engagement - Study Abroad & Field Experience

Pacific Oaks Colleges supports educational experiences that expand beyond geographical borders. An education rooted in diverse experiences can help inform any field and can help prepare graduates to work with populations from anywhere in the world. Please visit our website to learn more about exciting international opportunities for students and faculty.

Global Distinction

Pacific Oaks College calls on students to become agents of change and serve the greater global community. Global Distinction is awarded to students committed to including global engagement in their educational journey at Pacific Oaks College. Students must submit a structured portfolio of international activities that took place throughout their degree program for committee review. Please contact POinternational@pacificoaks.edu for additional information.

Global Distinction will be noted on the student transcript upon fulfillment of objectives.

Visit the registration site for more information.

General Education

Introduction

Academic Affairs houses General Education (GE), and the School of Global Leadership & Management which offers a BS in Business Administration, and an MA in Organizational Leadership and Management. Pacific Oaks' new Interdisciplinary Core Curriculum (ICC) will encompass a program of study that will provide students with the skills they need to excel in whatever disciplines they choose to pursue. PO's general education requirement aims to expand students' knowledge, skills, and perspectives through coursework from various disciplines. Beyond the personal academic growth the general education program provides, this core set of standard courses also serves as a shared experience that links all PO students to one another.

A certain number of GE courses may be shared with a student's degree program. However, GE courses may only be used to complete one GE category. Prior Learning Assessment (PLA) or college transfer credit may also complete GE courses. Please refer to the Transfer Credit Policy on PLA and transfer equivalencies.

To complete the General Education requirements, each student must complete core courses in the six categories listed below. Core courses are in italics. These six categories can be fulfilled with 13 courses. All GE courses must be completed with a grade of 'D' or better. Note: Your degree program may require a C or better for some or all courses.

The College recognizes that undergraduate students may need to repeat one or more courses to fulfill degree requirements and/or enhance previously acquired skills. However, students should seek academic advisement before deciding to repeat any course. Students should know that other institutions (e.g., medical schools, graduate programs, and law schools) might not recognize this repeat policy and will use the forgiven grades to recalculate GPAs.

The following rules apply:

1. Per the existing maximum time frame policy, a maximum of 60-semester credits of Pacific Oaks College coursework in which a student earned less than a "C" grade may be repeated to exclude grades (grade forgiveness) from the computation of the student's overall GPA.
2. Students cannot improve the grades of courses taken at Pacific Oaks College by repeating them at another institution.
3. Undergraduate students may take an individual course no more than three times. Only one repeat per course per semester is permitted to improve the grade. The highest grade of the three attempts will be counted in the

student's GPA. The third enrollment in a course will require the permission of the Department Chair, or Vice President of Academic Affairs. Subsequent enrollment must be on the same basis of grading as the first. This policy applies only to baccalaureate credits, i.e., those that count toward the degree.

General Education Courses		
Pacific Oaks Culture and Pedagogy (3 credits required)		
GEN 100	Success at Pacific Oaks	3 credits
English Communication (9 credits required, at least one course each in English Composition and Oral Communication.		
English Composition		
ENG 101	English Composition I	3 credits
ENG 201	English Composition II	3 credits
CT 300	Ethics: A Global Perspective	3 credits
GEN 289	Writing and Communications for Empowerment	3 credits
ENG 110	Creative Writing	1 credit
Oral Communication		
COM 150	Effective Communication	3 credits
ENG 110	Creative Writing	1 credit
Mathematical Concepts and Quantitative Reasoning (3 credits required)		
MATH 160	Quantitative Reasoning	3 credits
STATS 225	Integrated Statistics	3 credits
Arts and Humanities (9 credits required) with at least one course from each		
Arts		
ART 100	Introduction to Art	3 credits
ART 150	Public Art	2 credits
FILM 100	Introduction to Film	2 credits
LIT 150	Urban Literature	3 credits
MUS 100	Global Music and Culture	3 credits
Humanities		

PHIL 150	Critical Thinking	3 credits
LIT 300	Introduction to Literature	3 credits
CT 300	Ethics: A Global Civic Perspective	3 credits
HIS 100	US History	3 credits
GEN 200	Becoming a Global Citizen	3 credits
Social and Behavioral Sciences (9 credits required, three courses from at least two disciplines)		
Social Science		
CIV 101	Civic Engagement	1 credit
CRIM 300	Introduction to Criminology	3 credits
HIST 200	History of Social Justice	3 credits
SOC 100	Introduction to Sociology	3 credits
POL 100	American Government and Political Issues	3 credits
RESM 235	Research Methods for Social Sciences	3 credits
GEO 200	Cultural Geography	3 credits
ECO 201	Macroeconomics	3 credits
ECO 202	Microeconomics	3 credits
ACC 201	Principles of Accounting	3 credits
ACC 202	Principles of Management Accounting	3 credits
Behavioral Science		
PSY 101	Introduction to Psychology	3 credits
PSY 103	Developmental Psychology	3 credits
PSY 105	Abnormal Psychology	3 credits
PSY 201	Introduction to Behavioral Neuroscience	3 credits
Physical and Biological Sciences (7 credits required): At least one course from Physical Science and one course from Biological Science.		
Physical Science		
ENV 100	Introduction to Environmental Science	4 credits
Biological Science		

NUTR 100	Human Nutrition	3 credits
BIO 100L	Introduction to Biology Lab	1 credit
BIO 200	Human Biology	4 credits

Academic Advisors in the Center for Academic Advising will work closely with the Interdisciplinary Core Curriculum (ICC) program Faculty Advisor to assist students with enrolling in their specific ICC course(s) each term/semester. The ICC Faculty Advisor will create an individualized academic map that will support you in successfully moving into your upper-division degree program.

Interdisciplinary Core Curriculum Program Learning Outcomes (PLOs)

- Students synthesize information, explain issues, analyze concepts and evidence, assess assumptions, define their perspectives and positions, and evaluate the implications and consequences of their conclusions. (WSCUC Core Competency Critical Thinking) (ILO B)
- Students will be able to develop and express themselves clearly and appropriately orally and in writing for various social, academic, and professional contexts and use appropriate technologies. (WSCUC Core Competency Oral and Written Communication) (ILO B)
- Students use quantitative reasoning to analyze problems and identify solutions. (WSCUC Core Competency Quantitative Reasoning) (ILO B)
- Students locate, interpret, determine credibility, and use information effectively, ethically, and legally. (WSCUC Core Competency Information Literacy) (ILO B)
- Students will be able to understand various institutions (e.g., cultural, political, economic, religious, and educational), their historical backgrounds, and principles of human behavior and social interaction. (WSCUC Core Competency Critical Thinking) (ILO C)
- Students should demonstrate an understanding of the interconnections of knowledge within and across disciplines. (WSCUC Core Competency Critical Thinking) (ILO B)

INFORMATION LITERACY

Pacific Oaks College follows ACRL's information literacy standards which align with our Institutional Learning Outcomes (ILOs):

1. The information-literate student determines the nature and extent of the information needed
2. The information-literate student accesses required information effectively and efficiently.
3. The information-literate student critically evaluates information and its sources and incorporates selected information into their knowledge base and value system.
4. The information-literate student, individually or as a group member, uses information effectively to accomplish a specific purpose.
5. The information-literate student understands many economic, legal, and social issues surrounding information and access and uses information ethically and legally.

As indicated in the general education curriculum map, information literacy is introduced, practiced, or mastered in most courses. Students will demonstrate mastery in this competency by conducting research online, fieldwork assignments, an annotated bibliography, and literature reviews, using various sources in the library's database. Several courses will include presentations by the Librarian. Course Instructors will assess Information Literacy competencies using rubrics for each type of assignment.

Prior Learning Assessment

Pacific Oaks College recognizes that what students have learned outside the classroom may hold equivalent value to what they would have learned in a comparable college course. This knowledge may have been gained through past

work, training programs, in-service courses, volunteer service, cultural or artistic pursuits, community or religious activities, organizational memberships, adult education, noncredit courses, study abroad, and military training not evaluated for credit by ACE or other approved agencies.

Portfolio Development and Assessment: Credit for Learning from Experience

Students admitted to the Bachelor programs with fewer than 87 transferrable credits can enroll in GEN 289 and receive three (3) credits in either English/Communication or General Electives. The course teaches students how to write for empowerment and persuasion and provides documentation of skills and abilities gained through life experiences.

A portfolio allows students to earn Credit for Learning from Experience (CLE) for identifying and articulating the college-level knowledge they obtained throughout their prior learning experiences. Learning must demonstrate an understanding of the experiential learning process by aligning personal experience with the learning outcomes of Pacific Oaks College courses identified as eligible for Portfolio Development. Students learn best practices in identifying areas of course equivalent learning while developing appropriate skills to write portfolios. Through the Portfolio Development and Assessment process, students may earn up to 24 CLE credit hours required to complete a bachelor's Degree.

Completion of the following is required to participate in the portfolio development and assessment process:

- Demonstrate a minimum of 5 years of verifiable work experience in a related field.
- Enrollment in GEN 289, a 3-credit General Elective

Upon completing GEN 289, each student will enroll in GEN 299, a zero-credit "laboratory" for creating and submitting portfolios for the Reflective Study courses. Students may continue to develop and submit portfolios while enrolled in GEN 299 (up to 4 consecutive semesters) and must be actively enrolled (at least half-time) in other courses while completing the portfolio development. Submitted portfolios that meet the identified portfolio development requirements and adequately demonstrate a mastery of the identified Student Learning Outcomes (SLOs) will be granted one to three credits of lower-division BA-level credit. Submitted portfolios that fail to meet the requirements as mentioned earlier will not be awarded any credits.

In each of the 8 Reflective Study courses, students may earn up to three credits based on the level of learning demonstrated in each portfolio submitted. All portfolios are reviewed by faculty, who determine the credits to be recorded. A Recording Fee is charged based on the number of credits earned.

Requirements

- Be admitted into a Pacific Oaks Bachelor's Degree
- Five years of relevant, verifiable work or life experience
- Successful completion of GEN 289
- Enrollment in GEN 299
- Assessment of portfolios for **up to** 24 credits

View the Fee Schedule at the bottom of the Tuition and Fees page.

Academic Calendar

The academic calendar for both Ground and Online students comprises a Fall, Spring, and Summer semester. All online courses and ground courses other than Marriage & Family Therapy are broken up into two separate Sessions; 8-week

sessions in the Fall, Spring, and Summer. Ground courses are only offered in 16-week (Fall and Spring) and 12-week (Summer) semesters.

Program/Course Delivery and Length

Pacific Oaks College offers programs and courses both on the ground and online. Not all programs or courses are available in both modalities.

Campus and Instructional Site Courses	
Spring and Fall 16-week semesters	
Summer 12-week semester	
Synchronous Online	
Spring and Fall 16-week semesters	
Summer 12-week semester	
Online and Education	
Spring and Fall Session I (8-week session)	Spring and Fall Session II (8-week session)
Summer Session I (8-week session)	Summer Session II (8-week session)

Please refer to the *Continuous Enrollment Policy* for more information regarding registration requirements and reference the Student Gateway for a complete list of course schedules each semester/session.

Credit Hour

Credit Hour Definition

Academic credit at the College is granted using the semester credit hour system. A credit hour for a **lecture, seminar, or thesis course** represents 15 hours of instructional activity (e.g., classroom instruction, engagement with web-based instructional materials) based upon a 50-minute hour toward achieving specified student learning outcomes.

For blended or online courses: The 15 hours of instructional activity may include web-mediated synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions.

On-ground courses: Lecture or seminar classes may be scheduled for 15 or more hours per credit hour, including break times when class sessions are scheduled for longer than one 50-minute hour.

A credit hour also assumes up to 30 additional hours of homework, studying, and/or research.

A credit hour for **practicum, fieldwork, or internship coursework** represents 45 hours of applied practice and weekly seminar/supervision. An independent study's credit hour is at least 5 hours of instructor-student contact and up to 40 more hours of outside study and/or research.

Credit Hour Review

Course schedules will be reviewed each semester by the Department Chair to ensure that class meeting times comply with the appropriate credit hour definition. Syllabi will also be audited each semester to assess whether the time reasonably expected for a student to complete the assigned readings and specific course assignments align with the credit hour definition. Another source of data regarding credit hour compliance will be student responses to course evaluation items that assess the amount of time students spend completing homework assignments, studying, or researching/writing papers.

All new course proposals must include sample readings and assignments that align with the credit hour definition and justify the credit hour value requested in the proposal. All regularly scheduled program reviews will consist of a review of the course readings and assignments from a random sample of courses to evaluate compliance with the credit hour definition.

Registration

Students are responsible for verifying their registration status and course schedule in advance of each semester/session to maintain continuous enrollment. Students may review course schedules and register for classes on the Student Gateway. Please refer to the *Continuous Enrollment Policy* for more information regarding registration requirements.

New students must contact their assigned Enrollment Counselor or Academic Advisor upon admission into the College before being registered for classes. Current students are encouraged to meet with their Academic Advisor to plan each semester's course schedule before being registered for classes.

Students are expected to have met all prerequisite requirements for the courses for which they register.

Add/Drop

Add/Drop Policy

Add/Drop Week:

The first week of every semester/session is designated as the Add/Drop week.

Before the Semester/Session Begins:

- Students must add or drop courses online via the Student Gateway before the semester/session starts.

During Add/Drop Week (First Week of the Semester/Session):

- Students may change their course schedules without penalty during this week.
- No late registration fees will be charged for schedule changes made during Add/Drop week.
- All schedule changes must be submitted by the Add/Drop deadline through an Add/Drop Form to the Registrar's Office.
- For specific dates, students should refer to the Academic Calendar.
- Courses dropped before the Add/Drop deadline will not appear on the student's transcript.

After Add/Drop Week:

Students who wish to ADD a course(S) after the Add/Drop deadline must:

- Submit both a General Petition and an Add/Drop Form to be reviewed by Academic Standards Committee.

Students who wish to DROP courses after the Add/Drop deadline must:

- Submit an Add/Drop Form to the Registrar's Office.
- Drops processed after the Add/Drop deadline will result in a grade of "W" or "WX" on the transcript.
- Partial refunds may be available for courses dropped after Add/Drop week. Students should consult the Drop/Withdrawal Refund Schedule in the Catalog's Financial Aid & Student Accounts section for details.
- The Drop/Withdrawal Refund Schedule should be consulted to determine the issuance of a "W" or "WX" grade and any applicable tuition adjustments.

Students who wish to drop all their courses must:

- Submit a Withdrawal Form to the Registrar's Office.

Continuous Enrollment

Continuous Enrollment Policy

To maintain active enrollment status at Pacific Oaks College, students are required to register for and attend courses during each academic term, including **Fall, Spring, and Summer** semesters.

Definition and Scope of Continuous Enrollment
Continuous enrollment is defined as active participation in credit-bearing coursework during each academic term in any of the following formats:

- Enrollment in the full 16-week (Fall/Spring) or 12-week (Summer) semester
- Enrollment in Session I (8-weeks) term and/or Session II (8-weeks) term
- A combination of semester-length and session-based courses within a given term

Acceptable enrollment patterns include:

- **Fall and Spring:**
  - 16-week semester
  - Session I (8-weeks) term)
  - Session II (8-weeks) term)
- **Summer:**
- 12-week semester
- Session I (8-week) term)
- Session II (8-week) term)

Continuous Enrollment	
Spring and Fall 16-week semester	
Spring and Fall Session I (8-week session)	Spring and Fall Session II (8-week session)
Summer 12-week semester	
Summer Session I (8-week session)	Summer Session II (8-week session)

Students who are unable to register for courses in a given term due to extenuating circumstances must submit a formal Leave of Absence (LOA) request prior to the start of the term in question. Leave of Absence allows students to maintain continuous enrollment status without active registration. For detailed procedures and eligibility criteria, students should consult the Leave of Absence Policy.

Students who fail to enroll in courses and do not have an approved Leave of Absence on file will be Administratively Withdrawn from the institution for non-compliance with the continuous enrollment policy. Students withdrawn under these circumstances must follow the procedures outlined in the Re-Admit and Re-Entry Policy to return to the College.

Students are encouraged to consult with the Office of the Registrar or the Student Accounts Department for clarification regarding continuous enrollment requirements. Students receiving financial aid should refer to the Financial Aid and Student Accounts section of the Catalog for information regarding minimum credit hour requirements and eligibility criteria.

Grade Point Average (GPA) Calculation Policy

The Grade Point Average (GPA) is calculated by dividing the total number of grade points earned by the total number of credit hours attempted. This calculation reflects only courses completed at Pacific Oaks College and does not include grades earned through transfer credit.

In instances where a course is repeated, only the most recent grade earned is factored into the cumulative GPA (CGPA). The grade points associated with the initial attempt are excluded from the GPA calculation; however, all attempted courses and their respective grades will remain part of the student's official academic transcript.

Grades earned for transfer credits are not assigned grade point values by Pacific Oaks College and are not included in the GPA calculation. Nonetheless, these credits are considered when determining the rate of progress (pace) as part of the College's Satisfactory Academic Progress (SAP) evaluation process.

For additional information, please refer to the Grade Point Classification section of this Catalog.

Grade Point Classification

All academic work is evaluated by the assigned instructor. The final evaluation is documented and recorded on the student's official transcript.

Grade	Points	Undergraduate Description	Graduate Description
A	4.00	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 Credit	

WX	0.00	Withdrawn No Credit
P*	N/A	Pass
NP*	N/A	No Pass
CR*	N/A	Credit
NC*	N/A	No Credit
WP*	N/A	Work in Progress
W*	N/A	*Withdrawal: see refund schedule for applicability and time frame*
I*	N/A	Incomplete
NR*	N/A	Grade Not Reported
AU*	N/A	Audit

** These grades are not calculated into GPA. Prior to Fall of 2010, a grade of "S" was assigned to courses. When calculating GPAs this grade is equated to a "B" letter grade.*

Course withdrawals are not accepted after the final withdrawal deadline stated in the Academic Calendar. Please see the *Academic Calendar/Refund Schedule* for specific withdrawal deadlines.

Repeating Courses

Courses repeated during a student's program of study due to unsatisfactory grades will be indicated as a repeated course with the most recent grade calculated into the Cumulative Grade Point Average (CGPA).

- Previous grades for any repeated course are not calculated in the CGPA. However, both original and repeated credits will be counted as attempted credits in Satisfactory Academic Progress Pace (Rate of Progress) calculations.
- Students required to repeat courses for degree program requirements may incur additional charges.
- Students who fail a course can repeat the course until they have successfully completed it.
  However, Financial Aid eligibility is limited and should be discussed with a Financial Aid representative.
- Students who receive a passing grade may continue to repeat the course to receive an improved grade and are eligible to receive Financial Aid for one additional attempt.
- Additional information regarding rate of progress may be found under the *Satisfactory Academic Progress policy*.

Although a grade of "C" or higher for graduate students or "D" or higher for undergraduate students is generally acceptable toward graduation requirements, students may retake a course to improve their final grade. Students receiving lower grades in such coursework are required to retake or replace the course(s). Please refer to the Academic Programs section for additional information regarding graduation requirements.

Some courses, such as thesis continuation, can be taken multiple times and are not considered a "repeated course" for this policy. Questions about financial aid eligibility for a specific course should be directed to the Office of Financial Aid before registering.

Course Substitution/Waivers

A course substitution is a course that takes the place of a required course in a curriculum, provided the course substitution meets the content and/or spirit of the requirement. A description of the course to be substituted and how it meets the requirement's content and spirit must be given to the student's Faculty Advisor and/or Academic Advisor and Department Chair for review and approval.

A course waiver **does not** result in the awarding of credit. A waiver means that the student does not have to take a required course in the curriculum because the Faculty Advisor and/or Academic Advisor and Department Chair have determined that the student already has the knowledge and skills taught in the course and would not benefit from repeating the content. Documentation of how the student has met the content and spirit of the requirement must be submitted to the Registrar's Office.

The student must make up the credits of the waived requirement, which could be met by completing an elective course of the student's choosing or a higher-level course recommended by the Faculty Advisor and/or Academic Advisor. A student wishing to deviate in any way from program requirements must have permission from the Department Chair. Please consult your Pacific Oaks College Faculty Advisor to request a course substitution.

Students who wish to take Pacific Oaks coursework outside their degree/program requirements are allowed to do so under the following guidelines:

1. Students are required to complete the required Course Substitution Form which must be signed by the student and Department Chair.
2. The course substitution needs to be justified. A description of how it maps to the learning outcome must be documented on the Course Substitution Form and approved by the Department Chair to ensure that the programmatic learning outcomes of the degree are not compromised.
3. Course Substitution forms and approvals must be completed and submitted to the Registrar's Office prior to the course being taken.

Students wishing to petition for a course substitution or waiver should gather sufficient documentation and justification to warrant a course substitution/waiver. In conjunction with their Faculty Advisor and/or Academic Advisor, students should complete the Course Substitution Form. The Course Substitution form must be approved by the Department Chair. The approved Course Substitution Form must be submitted to the Registrar's Office before the student files their application for Degree Conferral form for degree audit and graduation.

Course Audit

Students should confer with an Academic Advisor prior to officially auditing a course. To audit a course, a student must obtain approval from the Department Chair offering the course and select "Audit" on a registration form and submit the form to the Registrar's Office. The deadline to request to audit a course is the Add/Drop deadline. No credit is earned from audited classes. A notation of "AU" is assigned to audited classes and is not used in computing the grade point average or rate of progress.

Course prerequisites are enforced in the determination of registration eligibility for the course, and audit fees will be assessed. No preregistration is allowed for courses taken as audit. Course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a course. Audits do not count for full-time or part-time statuses, loan deferments, financial aid, etc. Students may not change a grading system from an Audit to a letter grade. Not all courses are eligible to be audited.

Incomplete Grade Policy

An Incomplete ("I") grade is only available to students who have completed 75% of the coursework required for a particular course. Incomplete grades are issued at the instructor's discretion and are only granted for compelling and extenuating circumstances.

Students must make arrangements with the instructor to discuss the option of an Incomplete grade before the end of the semester/session. If the instructor grants an Incomplete grade, the student and the instructor must complete and sign the Incomplete Contract Form to define the terms and deadline for completing the coursework.

Based on instructor discretion, the student has until the end of the following semester/session to finish their coursework. If the student does not complete the work, their grade automatically defaults to an "X" grade.

The Incomplete grade cannot be used to improve a grade. An "I" grade is not to be awarded in place of a failing grade or when the student is expected to repeat the course. In such a case, a grade other than "I" must be assigned.

The "I" grade appears on grade reports and/or official transcripts until a final grade is determined and recorded. Students who fail to meet the conditions of the Incomplete Contract will automatically receive an "X" grade. The student is responsible for knowing the deadline and the requirements for course completion.

Students who receive an "I" grade in a pre-requisite course will be automatically unregistered from the requisite course if they are registered in the requisite course for the following term/semester. If a student receives a passing grade in the pre-requisite course before the Add/Drop deadline, they may register for the requisite course but must follow the Add/Drop process. Upon completing the pre-requisite course, they will not automatically be registered for the requisite course.

An extension of an Incomplete may only be granted by the Department Chair or designee due to a documented extenuating circumstance. A request for an extension must be petitioned in writing via the General Petition Form before the expiration of the Incomplete Contract, and the instructor must support it. Students who withdraw from Pacific Oaks College with an Incomplete Contract will have until the deadline to submit all required outstanding work.

Grade Appeal

Grade appeals regarding a letter grade must be submitted in writing for review within the semester/session following the grade assignment. Grade appeals are limited to situations where the student believes the grade was unfairly assigned or miscalculated.

A student with questions about a grade should seek to resolve the issue by consulting the instructor. If the instructor determines a grade change is warranted, the instructor will submit a Grade Change Form to the Registrar's Office. Additional coursework may not be assigned and/or revised to enable the student to receive a higher grade. The Registrar's Office will notify the student of the grade change.

If the instructor does not approve a grade change, and the student wishes to make an official grade appeal, students may complete the Grade Appeal Form and gather all supporting documents. If the instructor is no longer working with the institution or does not respond within 72 business hours, final Grade Appeal requests will be escalated directly to the Department Chair.

If the Department Chair is unavailable, the Grade Appeal will be submitted to the department designee for review. The Department or designee may confer with the student and the instructor to resolve the issue. In most cases, the instructor's decision is final unless the Department determines that extenuating circumstances warrant a review. The Department will return the decision in writing to the Registrar within two (2) weeks of receiving the Grade Appeal indicating the basis on which the decision was made. If a grade change is warranted, a Grade Change form must be submitted in addition to the Grade Appeal.

The final decision of the Grade Appeal will be forwarded to the Registrar's Office and placed in the student's record. The Registrar's Office will communicate the decision to the student; no further appeal is available.

Academic Success Support

To ensure academic preparedness, the key to success in learning, Pacific Oaks College provides support through the Center for Student Achievement, Resources, and Enrichment (CARE), which includes the CARE Learning Center. Services include one-on-one online and in-person tutoring, workshops, writing support groups, and academic resources.

Please contact the Center for Student Achievement, Resources, and Enrichment (CARE) Office with any questions.

Change of Faculty Advisor

Students may request a change of Faculty Advisor for a variety of reasons. Requests should be submitted in writing to the Department Chair. The Department Chair must approve the change and notify the Registrar for the change to take effect.

Program Changes

Active students at Pacific Oaks College may petition to make the following changes to their academic programs without applying for readmission:

- Change of academic program
- Change of specialization/concentration within the same academic program
- Change of credential
- Change of modality (100% online or on ground)
- Change of location or cohort

To qualify for a Program Change, students must meet the following requirements:

- Students must be in good financial standing. This generally means that a student does not owe a balance to the school or is on a payment plan.
- Students must not have any pending conduct issues in review.

All students who intend to change programs are encouraged to speak with a Financial Aid representative and the Student Accounts Office before petitioning for any program change as they may impact aid eligibility.

Students must discuss all changes with their Faculty Advisor and obtain approval of the form and a signature. For the following programs, students will be evaluated to determine admissibility beyond the Faculty Advisor's approval. Additional documents may be required when requesting the program change as students must meet all corresponding admission requirements at the time of the change request. Changes will not be processed for students who do not qualify.

All change requests must be submitted to the Registrar's Office in writing through a Program Change Request form. The Registrar's Office typically processes approved change requests at the end of each semester/session.

Due to differences in program requirements, not all Pacific Oaks College coursework from a student's previous program or all coursework transferred from previous institutions may apply to meet requirements in the new program. A new transfer evaluation will be performed at the time of the change request, and the applicability of previously completed coursework will be determined by the Department Chair for the new program at the time of the change request. In some cases, additional credits may be required to complete the program. Please refer to the Pacific Oaks

Transfer Credit Policies and Academic Program sections for additional information regarding the transferability of coursework.

Attendance

Pacific Oaks College expects all students to attend courses and submit all assignments per each course's requirements. Active participation is an essential component of classes, and attendance is critical to building a learning community. All on-ground and online courses have an online interaction built into the first week of each course, and students are recorded as either absent or present each day based on participation in a graded academic activity during this week (*Add/Drop* period).

Attendance is defined as participating in an academic activity within the online classroom, which includes posting an introduction, posting in a graded discussion forum, submitting a written assignment or quiz, or submitting another deliverable as defined in the course syllabus. Each instructional week begins Monday and ends on Sunday. Students who do not post attendance during the first week (*Add/Drop* period) will be administratively withdrawn in the second week of the applicable semester or session.

A student will be automatically dropped from a course for non-participation or non-attendance within the first week of a semester or session *(Add/Drop* **period). A tuition refund will be based on the applicable refund policy (see** *Drop/Withdrawal Refund Schedule***).**

Absences should occur only for extenuating circumstances such as ill health or critical emergency. Whenever possible, a student should notify the faculty of these absences in advance. It is within a faculty member's discretion to determine whether absences are excused. Excessive late arrivals, absences, or excessive periods of time without logging into the online component of a course, regardless of the reason, may jeopardize a student's academic standing. A student's request for an excused absence indicates the student's intention to remain enrolled in the course. Faculty members must notify the Registrar's Office of excused absences.

For information regarding the determination of the withdrawal date, please see the *Withdrawal from the College policy* **in this Catalog.**

Satisfactory Academic Progress Overview

Pacific Oaks College students must maintain Satisfactory Academic Progress (SAP) toward completing a degree or credential program.

SAP is a qualitative (grade-based) and quantitative (time-based) measurement of student academic progress. Various federal regulations governing student financial assistance require that a higher education institution develop standards to measure academic progress toward a degree. In addition, federal regulations require that financial aid recipients make Satisfactory Academic Progress toward a degree or certificate program to remain eligible for financial aid.

Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment.

The following details academic standing and the potential progression of academic standing if Satisfactory Academic Progress standards are unmet.

Satisfactory Academic Progress Standards

Qualitative Standards*: Cumulative Grade Point Average*

Includes all undergraduate and graduate-level coursework attempted at POC, excluding grades of Credit (CR), No Credit (NC), Work in Progress (WP), Withdrawal (W), Incomplete (I), Grade Not Reported (NR), Audit (AU), Pass (P) and No Pass (NP). Only the most recent grade is counted in the cumulative GPA when a course is repeated. Transfer credits are not calculated into a student's CGPA.

- Undergraduate students not enrolled in credential programs must maintain a cumulative GPA of 2.00 or above.
- Graduate students not enrolled in credential programs must maintain a cumulative GPA of 3.00 or above.
- All Graduate and Undergraduate students enrolled in credential programs must maintain a cumulative GPA of 3.00 or above in credential coursework.

Quantitative Standards: *Pace (Rate of Progress), Maximum Time Frame, and Maximum Time to Degree Completion*

Pace (Rate of Progress)

ROP is the minimum percentage of attempted credit hours a student must successfully complete to remain in Academic & Financial Aid Good Standing. A student successfully completes a course and earns the credit hours attempted when the student's performance merits a passing grade. ROP is calculated by dividing the number of credit hours earned by the number of credit hours attempted.

Rate of Progress = Cumulative number of credit hours successfully completed / Cumulative number of credit hours attempted

Attempted credit hours are defined as all courses attempted at Pacific Oaks College and recorded in the student's record including course repeats, withdrawals, and incompletes. Credits accepted and applied in transfer count as both credit hours attempted and credit hours completed in the ROP calculation. Grades that negatively impact ROP are Fail (X), Incomplete (I), No Credit (NC), Withdrawal (W), and Withdrawal Fail (WX). Repeated courses negatively impact ROP since the original and repeated credit hours are counted as attempted credit hours. Grades included in the ROP calculation appear in the Grading Policies.

All undergraduate, graduate, and certificate students must maintain a minimum of 66.67% ROP for all attempted credit hours.

Maximum Completion Time Frame (MTF):

MTF requires the successful completion of all program requirements within 150% of the published program length as measured in credit hours attempted for the program of study. Credit hours accepted and applied in transfer toward a current enrollment are included as attempted and earned credit hours in determining the MTF. A student's progress must ensure program completion within the MTF. The number of credit hours required for program completion appears in the programs of study descriptions.

- Program length is measured based on required credit hours; therefore, a student may not attempt more than 150% of the number of required credit hours in the degree program.

For example, a degree program that requires 60 credit hours for completion may not extend beyond 90 attempted credit hours (60 credit hours X 150% = 90 credit hours). For the degree program to be completed within the MTF, the student must complete a minimum of 66.67% of all credit hours attempted (60 credit hours ÷ 90 credit hours = 66.67%).

A student who exceeds the 150% MTF for a program of study or who cannot mathematically complete the program within the MTF will be deemed ineligible for financial aid and be dismissed from the institution.

Successful completion of all program requirements within 150% of the normal length of the program as measured in credits attempted towards the program. Credits accepted and applied in transfer toward the student's current degree program are included as attempted and earned credits in determining the maximum time frame. Students' progress must ensure academic program completion within the maximum allowable timeframe.

- The maximum allowable attempted credits are 150% of the required credits in a student's academic program for both graduate and undergraduate programs.

Maximum Time to Degree Completion:

Students matriculating at Pacific Oaks College are expected to complete degree requirements in a timely manner. Students in undergraduate programs are given a maximum of 10 years from their initial start date to complete all degree requirements. Graduate students are given a maximum of 7 years from their initial start date to complete all degree requirements.

Students matriculating at Pacific Oaks College must complete degree requirements promptly. Current students who enrolled prior to Fall 2022 and who have been enrolled in undergraduate programs for 10 years or longer from their start date will be given one additional year (12 months) to complete their programs. Currently enrolled students (who enrolled prior to Fall 2022) who have been enrolled in graduate programs for 7 years or longer from their start date will be given one additional year (12 months) to complete their programs.

SAP Review Period

Satisfactory Academic Progress is reviewed at the end of each SAP increment. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. SAP increments are defined as payment periods.

After each evaluation, students who do not meet SAP standards will be notified in writing by the Registrar's Office. Students must check their school email frequently to respond to any communication regarding their SAP status with Pacific Oaks.

Students who change their program may impact their SAP review period, and their SAP reviews will include all POC coursework taken by the student for previous programs.

Satisfactory Academic Progress Not Met

Students who do not meet SAP will be placed in one of the following student statuses:

1. Academic & Financial Aid Warning
2. Academic & Financial Aid Probation
3. Academic Dismissal

Academic and Financial Aid Warning

Students who fail to meet the minimum requirements for Satisfactory Academic Progress (SAP) are placed Academic and Financial Aid Warning for the next semester/session.

Students in Academic and Financial Aid Warning status will receive notice from the Office of the Registrar informing them of the need to improve their academic performance to achieve SAP.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning status.

Students may be required to retake previously completed coursework to improve their chances of meeting SAP and graduation requirements. However, Title IV regulations related to repeated coursework will still apply.

At the conclusion of the Academic and Financial Aid Warning period:

- Students who meet SAP during the warning period will be returned to Academic and Financial Aid Good Standing.
- Students who do not meet SAP while in Academic and Financial Aid Warning will be required to meet with their Faculty Advisor or designee to discuss their Academic Recovery Plan (ARP) to return to good academic standing. The Office of the Registrar will give the student's Faculty Advisor a list of courses and calculated GPA and Rate of Progress before the meeting with them. The student and their Faculty Advisor will discuss additional requirements as part of their ARP.
- Students requiring a one semester ARP will submit their signed ARP to the Office of the Registrar and be placed on Academic and Financial Aid Probation for one semester.
- Students requiring a multi semester ARP must submit a General Petition, along with a signed copy of their ARP, to the Office of the Registrar requesting to remain enrolled in the college. Petitions are reviewed by the Academic Standards Committee. If petitions are approved, students will be placed on Academic and Financial Aid Probation for their ARP. Probation will not be given automatically.
- Students requiring a multi semester ARP who do not petition to remain enrolled on probationary status, or whose petition is denied, will be Academically Dismissed from the college at the end of the Add/Drop period in the term of which the probation status would have occurred.
- Please refer to the Academic Dismissal Appeal section of the Academic Catalog for details on the appeal process.

Students who withdraw from the college while on Academic and Financial Aid Warning status may be subject to review before being granted re-entry or re-admission. They may also be required to have an Academic Recovery Plan in place before re-entering or being readmitted.

Academic and Financial Aid Probation

Students who have not met SAP standards following a term of Academic and Financial Aid Warning will be placed on Academic and Financial Aid Probation. Probation will not be given automatically.

All attempted coursework will be calculated to determine your Academic Standing for the following SAP evaluation period. Students in this status must meet with their Faculty Advisor to review and sign the Academic Recovery Plan to ensure their success in their academic program.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation if their completed Academic Recovery Plan is on file with the Office of the Registrar. Students may be required to re-take coursework previously completed to increase the likelihood of successfully meeting SAP and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Probation term, students who do not meet SAP requirements will be dismissed from the College. Dismissed students should refer to the *Academic Dismissal Appeal* policy**.**

Academic Dismissal

A student is academically dismissed following the session/semester in which they were placed on Academic and Financial Aid Probation when the student does not meet all SAP requirements.

Students awarded financial aid or 'veterans' administration benefits for the coming semester are advised that academic dismissal carries with it the cancellation of any financial aid or benefits. Students who are reinstated may be reconsidered for financial aid at that time. However, reinstatement does not necessarily mean that financial aid will be available for that semester/session or any future semester/session.

Academic Dismissal Appeal

Students who wish to appeal an academic dismissal must demonstrate extraordinary circumstances explaining the unsatisfactory academic performance and a likelihood of success if allowed to continue at Pacific Oaks College.

Students have a right to appeal within 14 days of being notified of their academic dismissal decision.

Dismissal Appeals require the student to submit the following:

1. General Petition Form to support the appeal request.
2. Re-Entry Form

Additionally, the appeal must include:

- A reasonable explanation for the student's academic performance to date.
- Any mitigating circumstances related to their performance.
- Reasonable evidence that the student can be successful in their academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence.
- A plan for how the required coursework will be completed to ensure that SAP is met upon the student's return.

Appeal decisions are based on relevant information not available at the time of the initial decision or if procedures were not followed per PO academic policies and guidelines. The Academic Standards Committee (ASC) will determine the appeal decision. All decisions the ASC makes are final and not subject to further appeals.

Approved students will be readmitted in an Academic and Financial Aid Probation status and registered in courses according to their Academic Recovery Plan.

Returning after Dismissal

A student may apply for admission one year after the dismissal date. The student must submit a General Petition Form, an Admissions Application, and official transcripts from previously attended accredited institutions to the Office of Admissions. The Office of Admission/Registrar Office will forward all documents to the Appeal Committee for review.

Prior academic history will be considered in the decision to accept or deny a student's petition to return. All students who return after academic dismissal will be placed on probation for one semester/session and complete degree requirements from the current catalog. If the student cannot meet SAP, then the student will be dismissed.

Dismissed students who re-apply to Pacific Oaks College must demonstrate a substantial likelihood of success if allowed to return.

The student must submit the following in support of a readmission from dismissal status:

- A personal statement demonstrating how their circumstances have changed to allow them to succeed if they are authorized to return to Pacific Oaks.
- Official transcripts showing any academic coursework that may have been completed at another accredited institution since dismissal.

Approved students will be readmitted in Academic and Financial Aid Probation status. Verifying this information through an official transcript (if applicable) must accompany the petition for reinstatement. Before beginning coursework elsewhere, it is recommended that students contact Academic Evaluations to review the coursework they plan to take outside Pacific Oaks College to ensure the courses fulfill the requirements set forth by the College. Depending on graduation requirements, not all credits may be accepted in transfer upon a student's return.

Leave of Absence

Pacific Oaks College requires all students to maintain continuous enrollment and encourages them to complete their course of study expeditiously. However, an approved Leave of Absence may be granted in extenuating circumstances. A Leave of Absence (LOA) is a temporary interruption in a student's program of study due to an extenuating circumstance.

A student considering a leave of absence must consult their Faculty Advisor and the Financial Aid Office before petitioning. The request should be made before the start of the semester/session in which the student intends to take a Leave of Absence.

An LOA and any additional leaves of absence must not exceed 180 days in any 12-month period. Students are required to return to their program of study after their LOA ends. Students are allowed a maximum of two (2) LOAs during their program of study.

The minimum requirements for a leave of absence are:

1. The student must be in good academic standing, per SAP policy.
2. The form/petition must state clearly and completely the reasons for the leave.
3. The student must not have any disciplinary, financial, or academic inquiries pending;
4. Leave of Absence may not exceed 180 days in any 12 months;
5. The student may not exceed LOA limits or other academic requirements.

Requesting a Leave of Absence

1. Leave of Absence (LOA) requests must be submitted to the Registrar's Office in writing before the first day of the intended LOA semester/session;
2. Students must contact the Office of Financial Aid to understand the financial implications failing to return may have on their loan repayment terms and grace periods;
3. Students must include the reason for the leave request, documentation (if applicable), and the semester/session in which the student intends to return;
4. Students may request an LOA for up to 1 semester/2 sessions per 12-month period (Fall, Spring, and Summer) as long as they have not exceeded their maximum of two (LOAs) allowed during their program of study. Longer LOAs will not be approved.

LOAs will be noted on the student's transcript for each approved semester/session until the student returns to school. Students returning from an LOA will return to the same place in their program of study, with the same enrollment status, the number of credits, and academic standing as when they began their leave. Students who do not return from an LOA by the agreed-upon semester/session will be administratively withdrawn from the institution. To return, administratively withdrawn students must request re-entry or readmission. Please see the *Readmission and Re-Entry policies* for additional information.

Leave of Absence for Military Service

Active Duty U.S. servicemembers and/or Reservists called to active service may request a Leave of Absence at any point in the academic semester outside of the standard LOA policy without penalty.

Service members called to duty requesting a Leave of Absence for military service must submit a copy of their military orders along with their Leave of Absence Request.

If the servicemember's time of duty exceeds the Maximum Time to Completion Policy, exceptions to the policy may be granted to permit time for degree completion.

If the term of service exceeds 180 days, the student will be administratively withdrawn from the college. POC does not deny readmission to military members for reasons relating to their military service. Students who meet the appropriate criteria will be readmitted with the same academic status as the student had when they last attended the College. This policy is in accordance with the Higher Education Opportunity Act (HEOA) of 2008.

Military service for the purposes of readmission is defined as service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days. The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

The student must notify the college by providing written notice of such service to the Office of the Registrar as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to POC. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

Any service member in a U.S. military reserve unit should provide a copy of all training orders as far in advance as possible. In addition, any military student who did not give advance written or verbal notice of service to a college official may meet the notice requirement by submitting, at the time the student seeks readmission, an attestation, and documentation that the student performed service in the uniformed services that necessitated the student's absence from the College.

An affected service member must, upon the completion of a period of service in the uniformed services, notify POC of his or her intent to return to the college not later than three (3) years after the completion of the period of service. However, a student who is hospitalized for or convalescing from an illness or injury incurred in or aggravated during the performance of service in the uniformed services must notify a college official of his or her intent to return to POC not later than two years after the end of the period that is necessary for recovery from such illness or injury. A student who fails to apply for readmission within the required period does not automatically forfeit eligibility for readmission but is subject to all college policies and practices.

If the student is readmitted to the same program, for the first academic year in which the student returns, the student will be assessed the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

If POC determines that the student is not prepared to resume the program, or will not be able to complete the program, the college will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program, including but not limited to providing refresher courses at no extra cost to the student.

Withdrawal from the College

Students have the right to withdraw from enrollment at Pacific Oaks College at any time. Students are strongly advised to speak with the Academic, Student Services, Student Accounts, and Financial Aid departments before submitting a withdrawal request, as the timing of their withdrawal may have financial implications.

Withdrawal from Pacific Oaks College can occur in one of two ways, official (student-initiated) or administrative.

Official (student-initiated) Withdrawal:

The official withdrawal process begins with the submission of the Withdrawal Form to the Registrar's Office. The form is available on the Registrar's Office and Pacific Oaks College Registrar Forms website.

A student's withdrawal date is:

1. The date the student officially notified the institution through the Withdrawal form; or
2. Any earlier or later date than the institution documents as the student's last date of academically related activity

To complete the official withdrawal process, the student should:

1. Complete an advising appointment with their assigned Student Advisor;
2. Submit the Withdrawal Form to the Registrar's Office
3. Complete the Exit Interview process through the Financial Aid Office; and
4. Reconcile any account balance with the Student Accounts Office

Administrative Withdrawal:

Pacific Oaks determines that a student is administratively withdrawn when they fall into one of the following categories:

1. Not meeting the requirement(s) for continuous enrollment
2. Billing or Financial Aid holds
3. Admissions Contingency holds
4. Not meeting the minimum attendance requirements
5. Non-return from Leave of Absence by student's indicated return date
6. Failing to appeal their probation status or having their appeal declined

For administrative withdrawals, a student's withdrawal date is:

1. The last day of the previous session/semester attended; or
2. Any earlier or later date than the institution documents as the last date of academically related activity by the student

Withdrawal from Pacific Oaks College during any enrollment period, whether official or administrative, may necessitate the return of federal financial aid and is subject to the Pacific Oaks College *Drop/Withdrawal Refund Schedule*. Students are responsible for any resulting balance owed to Pacific Oaks College. The College does not refund any fees to withdrawn students.

Temporary (student-initiated) Withdrawal:

A temporary withdrawal may be considered if a student does not have a course to take as determined by the institution.

To qualify for temporary withdrawal, the student must have an expected return date to Pacific Oaks. Temporary withdrawal is allowed for a maximum of one semester/two sequential terms in any 12 months. A student who desires an additional term of temporary withdrawal must contact the Academic Advisor for eligibility.

A student granted temporary withdrawal will be reentered through a no-hassle procedure. Failure to return to active status after the temporary withdrawal period will result in administrative withdrawal from Pacific Oaks.

A student's temporary withdrawal date is:

1. The date the student officially notified the institution through the Withdrawal Form; or
2. Any earlier or later date than the institution documents as the student's last date of academically related activity.

To complete the temporary withdrawal process, the student should:

1. Complete an advising appointment with their assigned Student Advisor;
2. Submit the Temporary Withdrawal Form to the Registrar's Office
3. Complete the Exit Interview process through the Financial Aid Office; and
4. Reconcile any account balance with the Student Accounts Office

Admission to Class

Faculty may admit to class only those students who are officially registered.

Class Cancellations

Classes may be canceled due to insufficient enrollment. In some cases, students may be able to replace a canceled ground course with an online course.

When public health or safety is a factor, the administration will decide to delay the school opening or cancel classes. When public health or safety is a factor, students are encouraged to contact Student Services.

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.

An Independent Study Contract details the study's objectives and the faculty member enlisted by the student to be the faculty of record on the independent study. This contract must be submitted to the Registrar's Office before registration. It is the student's responsibility to secure the instructor's signature on this contract. Independent studies range from one (1) to four (4) credits. Each credit is equivalent to forty-five (45) hours of academic work. Independent studies traditionally consist of books (read and reported on), journals, data gathering (interviews), reflective processes, observation, fieldwork, writing, reporting, and presentations.

BA to MA Excel-lerate Option

With approval, undergraduate students may substitute two MA level courses for two BA courses, as identified on the BA to MA Excel-lerate Application.

Requirements include:

1. Recommendations from two faculty members at Pacific Oaks,
2. Successful completion of at least 84 credits toward the BA program,
3. Completion of at least nine (9) credits at Pacific Oaks College and a cumulative GPA of at least 3.25 at Pacific Oaks College.
4. Good academic and financial standing,
5. Fulfillment of all general education and progression requirements,
6. Only one "excel-lerate" graduate-level course may be taken at a time,
7. A recommendation from the student's Deparetment Chair indicating that the student is prepared for graduate-level study, and
8. Approval to take the MA level course by the Department Chair for that program.

The Department Chairs for eligible MA programs have identified courses "Excel-lerate" that BA students may take.

All applicants to the BA to MA Excel-lerate option must apply to their BA Department Chair, including a personal statement indicating their commitment to graduate study and a sample of their academic writing. Applications can be obtained from the Office of the Registrar.

Acceptance into the Excel-lerate program does not imply or guarantee admission to a graduate degree program. Excel-lerate students wishing to pursue a master's degree must complete all admissions requirements for their master's degree of interest to receive an acceptance offer.

BA graduates who are subsequently accepted to a Pacific Oaks College MA program and who have successfully completed "Excel-lerate" MA level courses with a B (3.00) or higher may be applied toward fulfilling the MA program.

Juris Doctor (JD) Pathway Concentration

With approval, Pacific Oaks College (POC) undergraduate students may apply for participation in the POC JD Pathway Concentration in the POC BA programs of Human Development (HD), and Advocacy and Social Justice (ASJ). BA students in the Elementary Education Track are not eligible for this program.

JD Pathway Concentration across all programs will utilize three identified and approved Colleges of Law Juris Doctorate (COL JD) level courses as concentration electives in their BA program of Record (HD, or ASJ). Students accepted into this Concentration will be allowed to transfer in credits to POC from COL upon re-entry.

JD Pathway Concentration Application Includes: (Application can be obtained from the Office of the Registrar)

- Two letters of recommendations: One from a Core Faculty member in the student's BA Program at POC.
- COL JD Application Personal Statement
- Successful completion of at least 84 credits toward the BA Program
- Completion of at least nine credits at POC
- A cumulative GPA of at least 3.0 at POC
- Good academic and financial standing
- Fulfillment of all general education and progression requirements
- Acceptance into the COL JD program

*Acceptance into the JD Pathway Concentration does NOT guarantee acceptance into COL's JD program.

For students accepted into the COL JD program, up to NINE (9) credits of JD level courses successfully completed in the COL JD program will count toward fulfillment of their specialization courses in the BA degree program requirements at POC. These nine credits also count towards the students JD with COL at the discretion of the COL degree conferral processes and procedures.

Registration at PO for Professional Development or Continuing Education:

Non-Matriculating Students

Non-matriculating students are not seeking a degree or credential but can enroll in Pacific Oaks College courses.

Non-matriculating students may register for classes during open registration on a space availability basis only by completing the *Non-Matriculating Student Application* through the Registrar's Office.

Non-matriculating students must meet all the prerequisites published in the catalog for enrollment in the individual courses.

Students taking bachelor-level classes must have proof of a high school diploma or GED.

Students taking master-level classes must submit official transcripts indicating completion of a bachelor's degree.

Non-matriculating students may enroll for up to twelve (12) credits without being officially admitted. Credentialed California teachers attempting to fulfill the transitional kindergarten requirement may take up to 24 credits as non-matriculating students.

If the non-matriculating student formally applies for admission to Pacific Oaks College later, there is no guarantee that such courses taken as a non-matriculating student will be accepted toward meeting degree program requirements. That student will then need to complete the degree requirements in the current Catalog at the time of their formal admission acceptance into the degree program. If formally admitted to a degree program, an official evaluation will be completed to determine which program requirements have been met.

A non-matriculating student is ineligible to receive financial aid. The Non-Matriculating Student Application can be located on the Registrar's Office website.

Change of Name and/or Address

A change of name and/or address may be processed by completing a Change of Student Information Form located on the Registrar's Office website.

Name changes require supporting legal documents, including:

1. Marriage License
2. Divorce Decree Reinstating Maiden Name
3. Adoption Documents
4. Court Order
5. Valid Passport
6. Birth Certificate

Name changes cannot be processed through the student portal system. Such changes may be made by contacting the Registrar's Office.

Application for Degree Conferral

Pacific Oaks College confers degrees six (6) times during the academic year. Please see the Academic Calendar for specific conferral application deadline dates. All degree requirements and contingencies, including but not limited to Incomplete grades, Portfolio, and Thesis, must be completed by the last date of the semester/session of the designated semester/session the degree is to be conferred.

Bachelor's students must complete all contingencies in their penultimate (second to last) semester/session.

Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file a Petition for Degree Completion Form with the Registrar's Office and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must submit a new Petition for Degree Completion Form.

The Registrar's Office must receive all official transcripts to meet contingencies for all coursework leading to baccalaureate degrees by the last day of the semester/session of the student's anticipated conferral date.

Commencement and Diplomas

Participation in Commencement

A formal college commencement ceremony is held annually. To participate in the commencement ceremony, students must register to attend by the published registration deadline. Submission of the Petition for Degree Conferral does not constitute registration to attend the ceremony. Students may only participate in Commencement once per degree earned. Students may also opt out and choose to participate at a subsequent commencement.

The following students are eligible to participate in the annual commencement ceremony:

1. Requirements for participation in Commencement are not subject to appeal.
2. Bachelor's and master's degree students who met all degree requirements at the end of the semester/term immediately preceding the annual Commencement.

Students who have not satisfied all degree requirements prior to Commencement may participate if they are:

1. In good academic standing
2. Registered to satisfy degree requirements in the semester/term immediately following the commencement ceremony.

For limits on outstanding degree requirements, please see below:

- Master's degree in Marriage & Family Therapy, Cultural & Family Studies, or Social Work: 10 or fewer credits left to fulfill degree requirements
- Bachelor's degree in Social Work or Community Psychology*: 9 or fewer credits left to fulfill degree requirements

- Master's degree in Education or Early Childhood Education: 9 or fewer credits left to fulfill degree requirements and portfolio must be current
- Master's degree in Human Development: Student has 6 or fewer credits left to fulfill degree requirements and Thesis, or Applied Research Project must be completed
- Bachelor's degree in Human Development or Early Childhood Education: 6 or fewer credits to fulfill degree requirements*

- Bachelor's degree in Business Administration or Master's degree in Organizational Leadership & Management: 6 or fewer credits left to fulfill degree requirements*.

***All undergraduate credits to fulfill degree requirements include both Pacific Oaks credits and transfer credits.**

Diplomas and Transcripts

Degrees are conferred approximately six (6) to eight (8) weeks after the date of the student's final semester/term. Students must submit a Petition for Degree Conferral by the stipulated deadlines to initiate the degree auditing process. Students must complete all their program requirements before their degree can be conferred.

Students who fail to complete their degree requirements by the end of the semester/session they indicated must file a new petition with an updated semester/session of degree completion.

Please see Tuition and Fees section of the Academic Catalog for Degree Conferral fees.

Diplomas are mailed approximately two (2) weeks after Degree Conferrals. Diplomas will not be released until the student has been certified as having met all degree/academic program requirements and all financial obligations to Pacific Oaks College.

The Registrar's Office will notify graduates via email once their degree has been conferred, informing them that their diploma will be mailed to the address listed on the Degree Conferral form.

Upon confirmation of degree conferral, students can request official transcripts via the online ordering system. Standard transcript fees may apply.

Replacement diplomas and official transcripts can be requested via the online ordering service.

Transcripts of Academic Records

Official Pacific Oaks transcripts are available by completing the transcript request form accessible via the student portal. Unofficial transcripts are available to current students to view and print via the Pacific Oaks Student portal.

Transcripts from other institutions presented/submitted for admission or evaluation are deemed property of Pacific Oaks College and will not be returned or copied for distribution.

General Petition

For any petition regarding academic policy or procedure not specifically covered in this catalog:

1. Students may file a General Petition Form with the Registrar's Office.
2. The petition will be reviewed, and the Academic Standards Committee will reach a decision.
3. Such decisions of the Academic Standards Committee are final and not appealable.

Student Location Policy

Pacific Oaks College requires all students to provide the address where they will be located while enrolled at Pacific Oaks College and actively attending classes. Each student is required to provide this address information in their enrollment application. PO Boxes will not be accepted. This address will be maintained as the "Student Location" and will be used by Pacific Oaks College to send official correspondence and ensure regulatory compliance. Each student is responsible for keeping their Student Location current and notifying Pacific Oaks College of any address change.

A student considering relocating or has relocated to another state, territory, or outside of the United States during their program, whether relocation is permanent or temporary, must contact the Office of the Registrar to process a change to their Student Location.

To initiate a change in a Student Location, access the Student Gateway under "My Contact Information." The request will then be sent to the Registrar's Office to update the Student Location. Additionally, students may contact the Registrar's Office for more information regarding their options to update their Student Location.

Student Rights and Responsibilities

Federal Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the College and is in attendance. FERPA-protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day Pacific Oaks receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will make arrangements for access and notify the

student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students may ask Pacific Oaks College to amend a record that they believe is inaccurate or misleading. They should write to the College Registrar and clearly identify the part of the record they want changed and specify why it is inaccurate. If Pacific Oaks College decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Pacific Oaks College in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Pacific Oaks College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees/Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if they need to review an education record to fulfill professional responsibility. Pacific Oaks College may disclose upon request education records without a student's consent to officials of another school to which the student seeks or intends to enroll.
4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by Pacific Oaks College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-5920.

Student record information release is generally not done at Pacific Oaks College without the student's written consent. This includes release to parents or other significant others. As previously mentioned, there are however exceptions authorized by FERPA. For example, at its discretion Pacific Oaks may release Directory Information without the student's consent. Directory Information is defined as information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated Directory Information at Pacific Oaks College includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number, dates of attendance, degrees and awards received, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, theses & dissertation titles/topics, photograph (College use only), full-time/part-time status, most recent previous school attended, date and place of birth. Students may withhold Directory Information by notifying the College Registrar in writing or by submission of a "FERPA release" form to the college Registrar available on the Pacific Oaks College Community Site under the Online Forms section.

Please note three important details regarding placing a "No release" on your record:

- The College receives numerous inquiries for directory information from a variety of sources outside the institution, including friends, parents, relatives, prospective employers, the media, and others. Having a "No Release" on your record will preclude release of any directory information or acknowledgment you are a student, even to those people.
- A "No Release" applies to all elements of directory information on your record. Pacific Oaks College does not apply a "No Release" differentially to the various directory information data elements.
- A "No Release" request only pertains to release of directory information to those entities not falling within other exceptions authorized under FERPA, such as school officials.

Although the initial request must be filed during the first two weeks of the enrollment period, requests for non-disclosure will be honored by the College for no more than one academic year. Re-authorization to withhold Directory Information must be filed annually with the Registrar's Office within the first two weeks of Fall semester/session.

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.

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. 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.

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 learning of a possible violation of the *Academic Integrity 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 their Department Chair 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 directly to the Office of the Dean of Students.

For serious, flagrant, or repeat cases of academic integrity violations, the incident shall be reported by the instructor in writing to the Dean of Students or designee 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 academic integrity violations. The instructor must file, within ten (10) business days of discovery, a report with the Office of the Dean of Students 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. Upon receipt of the report of a serious, flagrant, or repeated case of academic integrity violations, the Dean of Students will initiate proceedings in accordance with the Student Conduct and Disciplinary Policies below.

Sanctions

The sanctions for violating the *Academic Integrity 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

Student Conduct and Disciplinary Policies

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.

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 behaviors include, but are not limited to the following:

- Any violation of Pacific Oaks Policy as outlined in this Catalog & Student Handbook.
- Unlawful possession, use, sale, or distribution of drugs.
- Being under the influence of non-prescription drugs or alcohol.
- Inappropriate sexual conduct.
- Exhibiting conduct that is disruptive, including 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 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.
- Inappropriate conduct of guests.
- Failure to comply with additional Pacific Oaks policies.
- Committing acts of academic dishonesty.

Students Standards Committee Objectives

The objective of the committee is to provide an impartial review of incidents when the student code of conduct is violated, to provide students with an impartial review of reported incidents, to facilitate opportunity for growth, and to serve as a preventative measure to discourage behaviors that violate the student standards of conduct.

Committee Composition

The SSC will be primarily composed of faculty representatives, a student representative (i.e., SGA member), and a Student Services officer. The committee shall not include members from CARE, Student Advisors, the President, or the Vice President of Academic Affairs. There shall be the following five positions to fill:

- Dean of Students or designee
- Faculty Representative
- Student Representative

Procedures for Reviewing and Deciding Alleged Violations of the Student Code of Conduct

The Dean of Students or designee shall review the complaint within ten (10) business days of receiving the complaint and supporting documentation, to determine whether or not there is sufficient
evidence to charge a student with a violation of the Student Standards of Conduct/Student Responsibilities as outlined in the Academic Catalog and Student Handbook. The complaint must generally be filed the same semester as the academic department became aware of the occurrence of the alleged violation, or within a reasonable time thereafter.

If there is sufficient evidence to charge a student with a violation of the Student Code of Conduct, the Dean of Students will notify the student of the charge and refer the matter to the Student Conduct Committee for review and a hearing in accordance with this policy.

If Student Admits Culpability:

If the student admits culpability after discussing the matter with the Dean of Students or designee and being given an opportunity to respond to the complaint, the Dean of Students or designee shall forward the case along with supporting documentation to the Student Standards Committee, to determine what sanctions should be applied to the student. Sanctions can range from reprimand to suspension or dismissal from the College.

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 educational records.
3. **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.
4. **Suspension from Pacific Oaks** is defined as separation of the student from the college for a specific period of time.
5. **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
6. **Other Sanctions commensurate with the facts of the case**.

Upon receipt of a referral by the Dean of Students or designee, the Student Standards Committee will schedule a hearing to occur within a reasonable amount of time, not to exceed 20 business days after the Dean of Students or designee makes the referral.

Frequency of Student Standards Committee Meetings

The committee shall determine a recurring schedule of meetings to review reported incidents. The SSC will make reasonable efforts to deliberate each case in a timely manner (i.e., within 20 business days after the date of the Dean of Students or designee referral).

1. The student will receive advance notice of the date, time, and place of an initial hearing in a manner appropriate as decided by the Chair of the Committee
2. The student will receive a statement of the alleged Student Standards 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 respond to the allegation in writing and verbally, and to present supporting information;
    c. The opportunity to submit documentation to the Dean of Students or designee supporting the charge prior to the hearing;
    d. The opportunity to call witnesses who have pertinent information regarding the alleged incident of misconduct;
    e. The opportunity to question witnesses; and
    f. All matters upon which the decision may be based must be provided to the Student Standards Committee, with a copy to the opposing party, in advance of or up to the close of the hearing.
4. A sanction may be levied if it is determined that the student committed the violation:
5. The committee reserves the right to utilize additional remediation and other resources as deemed necessary and/or appropriate.

Committee Hearing Procedures

Upon careful review and the completion of all fact-finding, questioning, and presentations, the committee will deliberate the case. Such deliberations are restricted to members of the committee who have not been disqualified for any reason.

1. 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 (e.g. student, faculty member, Academic Advisor) who has been approved by the Committee Chair.
2. Hearings will be private except for the presence of the student and the support person if the student so chooses. The student may challenge a member of the hearing panel if the student believes the person has a conflict of interest. The Committee Chair, or designee, will determine whether or not there is basis for the challenge, and if a basis is determined the member will be disqualified. If a conflict-of-interest charge is made against the Committee Chair or designee, the committee will determine whether there is a basis for the challenge and, if basis is found, the Vice President of Academic Affairs or designee shall designate a replacement for the Committee Chair.
3. 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.
4. 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.
5. Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Code.
6. The committee's decision must include a summary of the testimony, findings of fact, decision, and sanctions and shall be detailed enough to permit an appeal.
7. 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 appropriate sanction(s).

A decision will be communicated to the student within ten business days after the hearing. When a student is placed on an interim suspension per this policy, the student will be given notice of the decision and an option to meet with the Dean of Students prior to the interim suspension being imposed or as soon thereafter as reasonably possible, to explain why the suspension should not be implemented or should be modified. This meeting is not a hearing on the merits of the matter but rather is intended to determine solely whether the interim suspension is appropriate. There is no appeal process for interim suspension decisions.

Conduct that involves a potential violation of POC's Anti-Discrimination, Anti-Harassment and Title IX Policy will be addressed in accordance with that policy. For detailed information regarding the procedures administered in response to complaints of sexual misconduct, please refer to POC's Anti-Discrimination, Anti-Harassment and Title IX policy, which can be found in full on the College's Campus Security, Safety and Title IX webpage.

Appeal of Disciplinary Decisions

Students may appeal decisions of the SSC. A student who wishes to appeal a disciplinary action must submit a written request for appeal to the Vice President of Academic Affairs or designee within ten (10) business days of being notified of the decision. This written request must include:

1. A specific statement of the decision that the student wishes to appeal;
2. The action the student wishes the Vice President of Academic Affairs or designee to take;
3. All information that the student wishes the Vice President of Academic Affairs or designee to consider in their consideration of the appeal; and
4. A statement of the student's views as to how this information justifies the appeal.

The appeals process is not a chance for the student to have their case reconsidered just because they disagree with the committee's decision. Rather, all appeals must be based on one or more of the following:

- New relevant information which becomes available after the time of the committee hearing; or
- Evidence of improper procedure or lack of due process

Any appeal must be presented in writing and filed with the Vice President of Academic Affairs or designee within ten (10) business days after the written notification of the decision/sanction of the committee has been presented. Failure to appeal within this time will render the decision/sanction final. The appeal must include the reason(s) the student feels the decision/sanction is unjust.

If, in the opinion of the Vice President of Academic Affairs or designee, the request for an appeal is clearly without merit or does not meet the requirements set forth above, the Vice President of Academic Affairs or designee will reject the appeal and the decision of the committee will stand as the final decision.

If, in the judgment of the Vice President of Academic Affairs or designee the appeal is properly constituted, the Vice President of Academic Affairs or designee will render their decision on the substance of the appeal within ten (10) business days and so notify the student in writing with a copy sent to the committee chair, faculty advisor, Department Chair or designee, campus student affairs officer, student advisor, and will be filed in the student's record. This policy is not to be used in substitution for the Grade Appeal Process or the Grievance Process where applicable.

Exceptional Procedures

The Dean of Students, 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 Dean of Students, 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 ten (10) years.

Pacific Oaks College Policy on Academic Performance, Professionalism, and Remediation

Policy Overview under Academics

This policy outlines College-wide expectations regarding academic performance, ethical conduct, and professional behavior. It applies to all students across all academic programs and complements but does not supersede other College-wide policies. Refer to the Academic Catalog and program-specific handbooks for a complete overview of all applicable policies.

Academic performance, professionalism, and ethical conduct are key indicators of student readiness for professional roles and are subject to continuous evaluation throughout a student's time at Pacific Oaks College

I. Expectations

Students are expected to uphold high standards of academic integrity, ethical conduct, and professionalism. These expectations apply in all learning environments - campus, online, hybrid, and in fieldwork or community settings.

Students are responsible for addressing personal matters that may interfere with their academic or professional performance. Department Chairs and faculty may intervene when issues arise that hinder academic progression. In

addition to this foundational policy, programs such as Marriage and Family Therapy, Social Work, and Teacher Credentialing may have additional standards of professional comportment.

Academic Performance

Examples of academic performance concerns include (but are not limited to):

- Failing a course or multiple assignments within a course
- Failure of program milestones (e.g., thesis, dissertation, completion of internship/practicum, mid-program review)
- Low engagement (e.g., not participating in required activities)
- Repeated late submissions or violation of course late policies
- Academic dishonesty, including plagiarism and unauthorized use of AI tools
- Submitting the same work in multiple courses without permission (self-plagiarism)
- Excessive time in thesis or doctoral projects phase (e.g., 6-9 terms or semesters)
- Failure to meet the terms of a remediation plan

Ethical Conduct

Below are examples of issues associated with ethical conduct in the classroom. This list is not exhaustive, and the review committee for each department retains the authority to determine if there are significant concerns regarding a student's ethical conduct.

- Violation of any enforceable standards outlined in the APA and other relevant professional ethics codes specific to academic, research, clinical performance, or professional tasks.
- Inappropriate ethical decision-making methods or outcomes (e.g., not seeking consultation for an ethical dilemma; not recognizing an ethical dilemma when it occurs)
- Behavior that violates applicable state or federal law(s).
- Violation of Pacific Oaks' Research Misconduct Policy.

Professionalism

At Pacific Oaks College policies and procedures, students are expected to model professionalism in all academic, fieldwork, and community interactions. This includes upholding College policies, meeting expectations for professional conduct in their field, and contributing to a respectful, inclusive, and safe learning environment.

The following are examples of behaviors that may raise concerns regarding professionalism. While this list is not exhaustive, it serves to guide expectations and accountability, and the review committee for each department retains the authority to determine if there are significant concerns regarding professionalism.

A. Supervision and Feedback

- Inability or unwillingness to incorporate necessary supervisory feedback
- Inability or unwillingness to engage in self-reflection

B. Interpersonal Communication

- Failure to regularly check Pacific Oaks email account
- Failure to respond to outreach attempts by Pacific Oaks faculty and staff
- Repeated use of personal email accounts to communicate with Pacific Oaks faculty and staff
- Misrepresentation of interactions with peers, faculty, staff, or administration
- Hostile communication (e.g., threats, retaliation, hate speech, prejudice)
- Disrespectful written, phone, or video communication
- Excessive or inappropriate texting, emails, or calls

C. Fieldwork and Practicum Behavior

- Unprofessional conduct at field sites (e.g., hostile or threatening behavior)
- Appearing under the influence of substances at a professional site
- Disrespect toward site supervisors, staff, clients, or College representatives

D. Professional Presentation

- Inappropriate attire for academic or fieldwork settings
- Disruptive or unprofessional behavior in online formats (e.g., being unresponsive, attending while driving or in bed, failing to dress appropriately, or having repeated background disruptions in Zoom)

E. Policy Violations

- Breach of Pacific Oaks College Code of Conduct
- Violations of Title IX (e.g., discriminatory or harassing behavior)
- Failure to meet expectations outlined in a remediation plan
- Concerns regarding professionalism may result in a review by the appropriate departmental committee and may lead to a remediation plan or other action as outlined in the Student Code of Conduct and academic policies

II. Identifying and Reporting Concerns

Pacific Oaks College is committed to supporting student success while upholding high standards of academic integrity, ethical conduct, and professional behavior. Identifying and addressing concerns early, whether related to academic performance, ethical conduct, or professionalism, is essential to student growth and to safeguarding the learning environment.

Informal Resolutions

Minor issues regarding academic performance or professional behavior may be resolved informally. In such cases, a faculty member, advisor, or peer may speak directly with the student to share feedback, clarify expectations, and collaboratively address the issue. Department chairs and faculty advisors are available to consult as needed to support a constructive resolution.

Formal Review

Concerns that involve more serious or repeated issues may be addressed through a formal review. The Department Chair will consult with the Vice President of Academic Affairs (VPAA), Associate Vice President for Academic Excellence (AVPAE), Dean of Students, and other relevant parties such as faculty, academic advisors, staff, or an established Academic Review Committee to determine appropriate next steps.

Formal reviews follow a tiered structure (Levels I, II, and III), which correspond to the severity and persistence of the issue. Each level is initiated using the Student Concern Reporting Form, which ensures documentation and consistent follow-through.

Levels of Concern and Formal Response

The following outlines the three levels of academic, ethical, and professional concerns, with associated procedures for documentation and retention. These levels are determined based on severity, recurrence, and impact.

Level I: Minor Concerns in Academic Performance, Ethical Conduct, or Professional Behavior

Examples may include:

- A one-time incident involving improper citation or confusion around authentic writing
- Misrepresentation of academic or professional background
- A clinical evaluation with one or two areas evaluated below "Clearly adequate"
- A single interpersonal conflict demonstrating poor communication skills

- Repeatedly missing assignments without clear communication

Process:

The Department Chair, and faculty if applicable, will issue a Level I Written Warning and develop a remediation plan in consultation with the student. The notification will be shared with the VPAA, AVPAE, Dean of Students, and other relevant individuals as needed.

Level II: Moderate Concerns in Academic Performance, Ethical Conduct, or Professional Behavior

Examples may include:

- Repeated issues with authentic writing or citation
- Ongoing interpersonal difficulties or repeated instances of hostile communication with a peer, faculty, or staff member
- Escalation of issues previously addressed at Level I

Process:

The Department Chair will issue a Level II Written Warning and remediation plan with a meeting with the student with the faculty and department chair should be scheduled. The VPAA, AVPAE, Dean of Students, and other relevant parties will receive a copy of the documentation.

Level III: Serious Concerns in Academic Performance, Ethical Conduct, or Professional Behavior

Examples may include:

- Plagiarism or other serious breaches of academic integrity
- Ethical violations in fieldwork or clinical settings
- Repeated failure to meet academic standards or comply with prior remediation plans
- Unprofessional or threatening behavior toward members of the College or fieldwork community

Process:

The Department Chair will issue a Level III Written Warning and remediation plan. The VPAA, AVPAE, Dean of Students, and all involved parties (e.g., faculty, advisors, staff) will be informed. Depending on the severity of the violation, the matter may be referred to the Dean of Students for disciplinary action in accordance with the Pacific Oaks College Student Code of Conduct.

III. Remediation Plans and Dismissal

This section outlines the College's process for addressing student concerns through structured remediation and, when necessary, dismissal from the College.

Remediation Plans

A remediation plan is designed to support student growth and address the concerns outlined in a Level I, II, or III notification. Each plan will include clearly defined tasks and structured timelines, which may include but are not limited to:

- Supplemental or repeat coursework
- Modified academic workload
- Enrolling in a writing or academic support course
- Written acknowledgment and reflection on the issue
- Behavioral expectations and strategies for change
- Assigned readings or learning experiences relevant to the concern

The student's Department Chair will schedule an initial meeting to review the remediation plan with the student and appropriate stakeholders (e.g. faculty, advisor, fieldwork supervisor). Additional meetings may be scheduled to monitor progress.

If the student meets the requirements of the plan, they will remain in good standing. In cases where the student shows some progress but requires additional time or support, the plan may be extended or revised. However, if a student fails to make satisfactory progress during the remediation period, the case will be escalated and may result in dismissal from the College.

Grounds for Dismissal

Dismissal is a serious action reserved for students who fail to meet academic, ethical, or professional standards despite opportunities for remediation, or who engage in conduct that warrants immediate removal. Dismissal may result from:

- Receiving three grades of "C" (Master's programs) or "X" (Bachelor's programs) in a single semester, in the same course, or cumulatively.
- Failure to pass a core program requirement after two attempts
- Maintaining a cumulative GPA below 3.0 for three consecutive semesters
- Repeated unethical or unprofessional behavior (per the Student Code of Conduct, department policies, or applicable laws/regulations)
- Unsatisfactory progress during the dissertation, thesis and/or capstone phase (e.g. more than two years in the proposal stage)
- Misuse of artificial intelligence, including presenting AI-generated work or identity as one's own

Serious violations may be referred to the Dean of Students and subject to disciplinary action per the Student Code of Conduct.

Grounds for Immediate Dismissal

In rare but serious cases, dismissal may occur without a remediation process. These include but are not limited to:

- Discriminatory, prejudiced, or threatening speech or behavior
- Acts of violence or threats of violence
- Egregious breaches of ethical standards (including those outlined by licensing or professional bodies)
- Criminal activity or violations of federal or state law
- Repeated acts of plagiarism or other academic dishonesty
- Falsification or misrepresentation of academic or professional credentials at any point before or during enrollment
- Misrepresentation of self-using AI personality
- Repeated Level II or III violations

In cases of immediate dismissal, the Vice President of Academic Affairs will notify the student in writing of their dismissal, effective immediately. The student has the right to appeal, as outlined in Section IV below.

Reapplication After Dismissal or Withdrawal

If a student is dismissed or chooses to withdraw from the College, any reports related to academic performance, conduct, and professional comportment will be reviewed as part of any future application. Readmission to the College is not guaranteed.

IV. Appeals Procedure

A student who wishes to appeal a dismissal decision may submit a formal written appeal. Appeals will only be considered under the following conditions:

- There was a procedural violation of college policy during the process, and/or

- New, substantive evidence has become available that was not previously considered

The student must submit their appeal with the Vice President of Academic Affairs (VPAA) within seven (7) business days of receiving the official dismissal notification.

The appeal must clearly state the grounds for the appeal and include all supporting documentation. The VPAA will review the appeal and issue a final decision within seven (7) business days of receipt. The decision will be communicated to the student via a formal, written response. All decisions by the VPAA regarding appeals are final.

College Community Norms and Standards

Commitment to Community

Pacific Oaks College is committed to fostering a respectful, inclusive, and ethical learning environment. As members of this community, students are expected to support the growth and dignity of others across all cultural contexts, to promote equity and inclusion, and to uphold the highest academic and professional standards.

Academic Code of Conduct

Students are required to behave in ways that reflect integrity, professionalism, and alignment with the ethical standards of their chosen fields. Violations include, but are not limited to, conduct that contravenes the ethical codes governing the student's program of study:

- American Association of Marriage and Family Therapy Code of Ethics
- California Board of Behavioral Science (BBS)
- California Commission on Teacher Credentialing (CTC)
- Council on Social Work Education (CSWE)

Students are responsible for understanding and adhering to all applicable professional codes and should consult with their academic departments for clarification.

In addition, students are prohibited from engaging in behavior that:

- Violates College policies or procedures
- Poses a risk to the health, safety, or well-being of others
- Undermines the integrity of the College community
- Violates federal, state, or local laws

Emergency Removal

The Dean of Students, Vice President of Academic Affairs, or Department Chair may remove a student - partially or fully - from an academic program or College activity on an emergency basis if it is determined through an individualized safety and risk assessment that the student poses a significant risk to others.

If emergency removal is initiated, the student will receive written notification and will be given the opportunity to meet with the decision-maker to show why the removal should not occur or should be modified. This meeting will be held prior to removal or as soon as reasonably possible thereafter.

Prohibited Conduct

While it is impossible to list all types of misconduct, the following are examples that may lead to disciplinary action, up to and including dismissal:

- Violations of College policies or procedures
- Academic dishonesty, including falsifying records or submitting misleading materials to the College or to employers

- Disorderly, indecent, or obscene conduct or expression, including inappropriate conduct in online environments such as abusive language toward or about faculty, classmates, staff members, and/or administration
- Obstruction or disruption of college activities, including teaching, research, administration, administrative functions, or the freedom of expression of others
- Harassment, threats, or conduct that endangers the safety, psychological well-being, or health of others
- Violation of health and safety protocols while on campus
- Breach of client/patient confidentiality
- Engaging in a romantic, sexual, or other nonprofessional relationship with a client or patient (including the client or patient's family member), supervisor, supervisee, or faculty
- Acting in a professional capacity without informed consent
- Acting in a professional capacity outside one's scope of professional competence and practice
- Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
- Unauthorized entry into or use of the school's facilities or services
- Theft or conversion of property or services belonging to the school, members of the school community, or others
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others
- Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
- Violation of the school's published technology and computer use guidelines
- Failure to comply with directions of school officials acting in the performance of their duties including but not limited to a requirement to provide unprivileged testimony at a disciplinary hearing, refusal to comply with the provisions of academic and financial aid warning or with an academic development plan, or non-compliance with sanctions imposed by a Title IX Decision Maker or Student Community Standards
- Violations of federal, state, or local laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of the school, or which renders a person unfit or unsuitable for practice within their profession

Accountability to Multiple Jurisdictions

Students may be held accountable by both Pacific Oaks College and external legal or licensing authorities. College disciplinary action is independent of any criminal or civil proceedings and may proceed regardless of the outcome of those external cases.

Academic Ethics, Integrity, and Responsibility

Pacific Oaks College expects community members to function within an environment of honesty and credibility that builds mutual trust. Academic ethics, integrity, and responsibility are defined as producing original, truthful academic work and are a vital component of this trust. Students are expected to submit original work and to refrain from plagiarism, cheating, fabrication, or misrepresentation of academic record as each of these violates this policy and the school's principles. Violations may result in a failing grade, remediation, disciplinary action, or dismissal.

Cheating

- Cheating is acting dishonestly to gain an academic advantage. Examples of cheating include but are not limited to:
- Giving or receiving aid or collaborating on any coursework without instructor permission
- Sharing or receiving test materials prior to official test distribution
- Submitting another student's coursework
- Using notes or unauthorized technology during exams
- Claiming credit for group work without meeting one's obligation to the group
- Copying another student's work with or without the student's and instructor's permission
- Purchasing or commissioning coursework from third parties

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise including those available from third party sites and services, including artificial intelligence (AI)
- Allowing others to complete or submit coursework on your behalf
- To ensure academic integrity, students may be asked to provide proof of identity prior to taking exams.

Plagiarism and Self-Plagiarism

Plagiarism is intentionally or unintentionally representing someone else's words, ideas, or data as one's own without proper attribution. Examples include but are not limited to:

- Copying verbatim without quotes and citation
- Paraphrasing without attribution
- Submitting reused material without acknowledgment

Self-plagiarism involves reusing your own past work without instructor permission. Examples include but are not limited to:

- Submitting the same paper for multiple courses
- Using large portions of previous assignments in new submissions

Fabrication, Misrepresentation, and False Attribution

Fabrication

Fabrication includes inventing information, data, sources, or citations in any academic or clinical exercise. Examples include but are not limited to:

- Citing sources not consulted
- Falsifying results or records

Misrepresentation

Misrepresentation is distorting or selectively quoting to mislead. Examples include but are not limited to:

- Using a partial quote out of context to support a position, leading to misrepresentation
- Excluding portions of the literature that do not support a position
- Presenting skewed paraphrasing to support a claim

False Attribution

False attribution involves citing sources inaccurately. Examples include but are not limited to:

- Inserting a citation to a source unassociated with the content being cited
- Randomly inserting random sources to satisfy citation count

Research Ethics

Research ethics are vital to scholarly work and protection of the public. A student is responsible for understanding and abiding by federal regulations for human subjects research and their professional organization's code of ethics. Breach of research ethics is defined as intentionally acting in a manner which invalidates, fabricates, or negatively impacts the academic research process or findings. Examples include but are not limited to:

- Collecting data without Institutional Review Board (IRB) approval
- Providing incentives to participants without IRB approval
- Violating the provisions of the IRB approval letter including but not limited to:
- Storing, retaining, or destroying data improperly
- Failing to adequately complete informed consent forms
- Making changes to protocols without resubmitting to IRB for approval

- Ignoring evidence that does not support a hypothesis or research question, whether in the form of results published by others or data gathered by the researcher
- Intentionally engaging in selective manipulation of data or statistical analyses to support work
- Failing to acknowledge when results contradict a preferred theory or research question

Students should report any known breaches of research ethics related to human subjects (informed consent, non-IRB approved protocol, etc.) to the Institutional Review Board. For breaches related to academic work, reports should be made to the researcher's Academic Department Chair.

Professional Behavior Standards

Professional behavior reflects Pacific Oaks' standards of education, innovation, community, and impact and is vital to students' academic and professional success.

Faculty, training staff, supervisors, administrators, employees, and fellow students at Pacific Oaks College have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. Students and trainees must understand and appreciate that their competence is defined and evaluated comprehensively. Academic programs are guided by the standards of their respective professional organizations.

Every student is an integral part of the school community, and their behavior has the potential to influence the entire community. As such, the interconnectedness of the community requires attention to the following standards of professional performance, development, and functioning:

- interpersonal and professional competence: consistently establishing and maintaining positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, and demonstrating integrity (honesty, truthfulness, personal responsibility);
- self-awareness and self-reflection: awareness of their role in diverse contexts, recognizing limitations (including unconscious bias) and training/learning needs, and awareness of their cultural values;
- openness to feedback and growth: demonstrating a willingness to receive and attend to constructive feedback and proactively engaging in resolutions of issues that may interfere with professional development or functioning;
- respect and concern for others: respecting the value and dignity of individuals and groups across all cultural contexts, engaging in respectful dialogue and being mindful of the impact of communication on others, demonstrating professional values of compassion and empathy, addressing, informally and formally, the ethics around peer/colleague impairment in classes and field work/training experiences, and showing respect and concern for others in the learning environment by practicing appropriate learning behaviors (engaging in courses, paying attention to lectures, etc.);
- appropriate use of technology and other resources: recognizing when and where technology use is appropriate and demonstrating professional virtual etiquette;
- academic and intellectual freedom: forming and expressing a student's opinions and ideas in a safe and appropriate manner and understanding the limitations to these freedoms.

A student's professional performance, functioning, and development is evaluated both within and outside of the classroom, whether it occurs on- or off-campus including online, and regardless of whether it is specifically tied to a school activity. This includes how a student goes about obtaining information and solving problems. It is expected that a student will raise their question or concern first to their course instructor, faculty advisor, or student support counselor. If the issue is not resolved, the student may raise their question or concern to their department leader. If the issue is not resolved, the student may raise their questions or concern to the Vice President of Academic Affairs.

Electronic Communication and Social Media

Pacific Oaks College recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on topics using a wide array of social media platforms. A student is advised to use appropriate and professional judgment when using social media. The school expects a student to adhere

to the following regulations and guidelines regarding use of social media. Furthermore, the school encourages open and transparent dialogue consistent with the ethical and professional behavior guidelines set forth in this Catalog.

When participating in any social media activity, a student represents themselves and the school. Students should keep in mind that postings and other communications last forever on the internet and are reflective of the student today and as a future professional. This policy is not intended to restrict the ability of any individual to have an online presence or to mandate what a student can and cannot say or post. Social media is a valuable tool, and the school encourages each student to practice responsible involvement in this space. A student may share information or photos and video at their own risk and are personally and legally responsible for personal postings and online comments. The institution does not assume any liability or risk for a student's online activity.

Failure to adhere to the school's social media policy will be considered grounds for discipline, up to and including dismissal from the school. A former student in withdrawn or dismissed status may not claim to be an active student of Pacific Oaks College on any social networking or media site.

A student is expected to follow the regulations below regarding electronic communication and social media.

Regulations. A student must:

- Use social media responsibly and in accordance with Pacific Oaks College policies.
- Ensure that their use of social media does not involve unlawful content or interfere with another student's learning.
- Use social media in compliance with the policies in the Academic Catalog and Student Handbook when required to use social media as part of classes or curriculum.
- Must refrain from posting to public or private groups any content, including photos and videos, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, or faculty or staff members of the school.
- Be respectful to other students, faculty, and staff and refrain from posting anything that violates school policy, including ethnic slurs, sexist comments, discriminatory comments, or obscenity.
- Not use trademarked Pacific Oaks College logos or other intellectual property without the school's written permission. The institution monitors the use of its name, copyright, trademarks, website, and other information on the Internet. Requests for permission to officially use Pacific Oaks College's brand or intellectual property must be submitted to Student Support for marketing review.
- Be aware of and remain in compliance with applicable confidentiality rules and regulations, including as is directed in professional codes of ethics.
- Not transmit confidential information such as educational classifications, psychological diagnoses, psychological reports, and research data in such a way that clients and/or research participants can be identified.
- Forward inquiries related to the school from members of the media to the Communications Department.
- Obtain permission from the academic department in consultation with the school's communication staff prior to engaging in any form of social media on behalf of the school.
- Adhere to the same policy conditions as employees of the institution when representing the school in an official capacity via social media, i.e., Student Ambassadors, Community Moderators, or Blog authors.
- Not claim to be an active student of the school on any social networking site after withdrawing or being dismissed from the institution. A former student who fails to remove references to active status may be subject to a cease-and-desist order.
- Comply with all local social media laws when studying abroad (as long as the requirements do not violate United States law) and must be considerate of any subject matter that may be considered objectionable or inflammatory at a local or regional level, especially with regard to local culture, politics, or religion.

Electronic Communication Etiquette

Electronic communication is the posting or exchange of information via email, social media, discussion forums or other online course media, video conferencing, instant messaging, text messaging, phone, and other virtual means. A student

is expected to demonstrate professional behavior when communicating electronically and is advised to follow the standards listed below in all interactions with school community members.

Email is the official means of communication at the school and should be treated as professional communication by all community members. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication with school personnel.

The guidelines below illustrate the types of behaviors that a student is expected to uphold regarding electronic communication.

General Electronic Communication Etiquette Guidelines. A student must:

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projected. Message recipients cannot read nonverbal cues or may not be able to interpret the tone of electronic communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor, sarcasm, or similar techniques.
- Be concise and to the point.
- Be professional and collegial, even when disagreeing. Be respectful, avoiding name calling and obscenities, and support the opposing position with facts. If a student has an emotional reaction to a posting, it is recommended that the student wait before posting an impassioned response.
- Use the subject line appropriately on message boards or in discussion forums, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- Use clear writing and correct grammar including proper spelling and punctuation.
- Consider whether it is necessary to provide correction when someone else errs or does not follow proper protocol. If correction is in order, a student should be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when disagreeing. This is perceived as shouting and considered rude.
- Comply with all copyright laws.
- Be aware of issues that might arise due to cultural and language differences.
- Not violate the privacy of others. Do not send commercial advertisements or spam.

E-mail Communication Guidelines. A student should:

- Use a meaningful subject, professional greeting, and appropriate closing signature. A student should start an email with the appropriate salutation to set the tone for communication and choose a subject that accurately describes the content of the email. A student's signature block should include their name, degree program, and preferred contact information.
- Use a standard structure, font type and size, punctuation, and layout. Generally, writing in short paragraphs and inserting blank lines between each paragraph is appropriate. When making points, number them or mark each point by inserting a bullet in front of each item in a list. Limit the use of exclamation points, question marks, and other special punctuation.
- Avoid using abbreviations, emoticons, emojis, or non-standard characters. The use of such items is generally not appropriate in professional emails.
- Review an email before sending it to ensure that it is clearly written and error free. Consider asking another person to review the communication before sending, if appropriate. Include the contents of the original email message with a reply. Use the 'Reply All' function only when the message is relevant to all copied parties.
- Must avoid discussing confidential information such as protected health information, personally identifiable information, or privileged information via e-mail.
- Remember that a community member may not respond to an email immediately. When following up, do so in an appropriate time frame and in a professional manner.

Virtual Class and Meeting Guidelines. A student should:

- Remember that virtual classes and meetings are part of a student's education and training. A student is expected to demonstrate professional behavior by logging into a session prior to its start to ensure that they are ready to begin on time, returning from breaks on time, and ensuring that they are engaged by remaining seated and present. A student joining a class session more than 15 minutes after its start may be marked absent. A student who is unable to attend a scheduled meeting should notify the meeting organizer prior to the meeting start time.
- Treat the virtual classroom or meeting environment with the same level of professionalism and respect as an in-person interaction. Ensure that camera and screen sharing are appropriate. Use the chat function for relevant, professional, respectful communication.
- Limit distractions in the environment, when possible. A student can do this by muting their microphone when not speaking, wearing headphones to avoid echoes and background noises, and reducing possible interruptions within the environment.
- Work in a private space, when possible, to help avoid distractions and maintain confidentiality. A student should be conscious of protecting the privacy of classmates and content discussed in the classroom when a private space is not available.
- Not operate a moving vehicle during a class session.
- Use a computer instead of a mobile device, if possible, as this may allow for better connectivity and a steadier camera.
- Stay focused and engaged. If a student needs to step away from a class session or meeting to attend to an urgent matter, they should notify their faculty member or meeting organizer, mute themselves, and turn off their webcam. The student should return to the meeting including turning on their webcam as soon as possible.
- Use caution when sharing their screen or desktop and avoid using the chat feature in the online videoconferencing platform for personal communications. It is possible that chat dialogue sent via the videoconferencing software may be seen by the organizer or moderator.
- Position their webcam at eye level and/or move the meeting screen directly below their camera so that the student is almost making eye contact with others rather than having them look at the side of the student's face or top of the student's head. Look at the camera when speaking.
- Refrain from smoking cigarettes, drinking alcohol, or using other drugs during a class session or meeting as you would if attending in person.
- Follow classroom rules. If a student is unsure of the rules, they should communicate this uncertainty with the meeting organizer or professor.
- A student unable to access CANVAS for any reason should contact their instructor immediately.

Text Messaging Guidelines. A student must:

Keep a professional tone.

- Ensure that their message is directed to the intended recipient. They should send an individual message unless a group text is necessary.
- Be conscious of time when sending a message. Avoid sending messages to faculty and staff outside of standard operating hours or when faculty and staff have indicated that they are unavailable. Be respectful of the fact that school community members live in various time zones and send messages accordingly.
- Avoid using text messaging to ask detailed questions or communicate about complex matters including advising. Use email or Canvas messaging to communicate about more complex matters.
- Not send confidential or protected information in a text message.
- Proofread text messages, particularly when messaging with faculty or staff. Avoid or minimize the use of emojis, acronyms (LOL, OMG, etc.), "text speak" ("u", "k", etc.), and all capital letters.
- Not send text messages during classes or meetings unless given permission.
- Keep messages brief. If what needs to be said cannot be summed up in a sentence or two, it may be better to call or email.

Use of Technology Resources

The Department of Information Technology (IT) provides and maintains the school network. The network consists of an institution-wide backbone network, wireless network, and many shared computers in addition to personal computers. It provides communication as well as academic and administrative functions.

Pacific Oaks College provides students with access to online services such as the Internet. A student must use these services in a responsible way for education-related purposes.

- *Improper Contact:* While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the attention of the IT, faculty and their Department Chair. All electronic communications are treated in a similar fashion as voiced or written communications. If the threatening or other inappropriate message was sent by another student, the recipient should notify an appropriate staff member or faculty member or their department leader in addition to the Vice President of Academic Affairs.
- P*rivacy:* Generally, data files and messages traversing the school's network are private. However, a user's privacy is superseded, for example, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of the Information Technology management team. As owner of the network and computers in question, the school reserves the right to examine, log, capture, archive, inspect and preserve any messages transmitted over the network in all cases, as well as any data files stored on school owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

A student is expected to use Pacific Oaks-provided technology platforms, e.g. One Drive, Zoom, for coursework and other program-related activities and requirements including recording assignments, creating surveys, and document sharing. A student should not use personal platforms or accounts created outside of the school network.

Pacific Oaks College may offer software to a student at no cost. While software may be provided at zero cost, it is not free. The school pays for the appropriate licensing in order to provide this software. As such, if a student chooses to install and use such software, the student is responsible for maintaining the integrity of the license by not sharing it or any activation/license key with anyone. By installing the software and the license key provided by the school, the student agrees to this responsibility. If the student does not protect the provided key, the school's licensing of the software will be at risk for everyone. Violations may make a student ineligible for future software installations provided by the school.

Computing and networking resources are provided to support the mission of the school. These resources may not be used for commercial purposes. All Pacific Oaks College computing and networking facilities are provided for use by faculty, staff, and students solely for relevant academic, research, or administrative use.

Violations of computer regulations and policies and information about potential loopholes in the security of any computer system or network at the school should be reported to the Department Chair. Depending on the nature of any violations, the Department Chair may notify the VPAA.

Regulations. The following illustrates behaviors that a student is expected to uphold:

- Do not give anyone else access to a student's user IDs or computer accounts.
- Do not use the school's network resources to gain or attempt to gain unauthorized access to remote computers.
- Do not deliberately act in a way that will impair the operation of computers, terminals, peripherals, or the network.
- Do not run, install, or give another software program that could result in eventual damage to a file or computer system and/or the reproduction of itself on any of the institution's computer systems.
- Do not attempt to circumvent data protection schemes or exploit security loopholes.

- Abide by the terms of all software licensing agreements and copyright laws. The student may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- Do not attempt to monitor another user's data communications, nor may any student read, copy, change, or delete another user's files or software, without permission of the owner.
- Withdrawal, dismissal, or otherwise leaving the institution disallows the use of school facilities, accounts, access codes, network privileges, or information for which they are not authorized in their new circumstances.
- Accessing, downloading from, or contributing to sites that contain violent content, sexually-oriented content, gambling activities, or other inappropriate content is not permitted.

Guidelines. A student should:

- Not monopolize on-campus computing resources.
- Install and update antivirus software on their device.
- Clear the cache by regularly rebooting the computer.

Student Identity Verification

Pacific Oaks College reserves the right to verify the identity of enrolled students. Upon enrollment, and at any time during a student's enrollment, Pacific Oaks College may request proof of student identity in the form of a valid state or government issued identification.

A registration hold may be placed on a student's academic record until proof of identification has been received by the college.

A student must present their form(s) of identification in-person to the College Registrar, Dean of Students, or Vice President of Academic Affairs. In lieu of in-person verification, a student may mail a notarized full-color photocopies (front and back) of valid identification to: Office of the Registrar, Pacific Oaks College, 45 Eureka Street, Pasadena, CA 91103.

Valid/Acceptable forms of identification are:

- State identification (ID) card
- Driver license
- US passport or passport card
- US military card (front and back)
- Military dependent's ID card (front and back)
- Permanent Resident Card
- Certificate of Citizenship
- Certificate of Naturalization
- Employment Authorization Document
- Foreign passport

Once proof of valid identification is received, any holds that may have been placed on the student record will be removed. Students who fail to submit acceptable forms of identification upon request may be withdrawn from the college.

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 subject to grievance 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).

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 grievant 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 forty-five (45) business days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the Dean of Students, or designee, if the grievant makes the request for extension within the 45-day period, for good cause shown (e.g., an active effort at informal resolution at the departmental level).

Upon request from any student, the Dean of Students will provide guidance about the appropriate system for redressing of a particular complaint.

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 (preferably within 10 business days) 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.

If unsure of how to proceed, students should enlist the assistance of the Director of Student Engagement* to help identify proper courses of action and/or to mediate problems if necessary. A student has the right to end the informal process at any time and move at any time to the formal stage of the grievance process as desired.

*Students have the option to enlist the assistance of another member of the college community (e.g., Faculty Advisor, Student Advisor, Program Director or designee, etc.)

Formal Resolution

Step One:
If informal resolution is not successful, the student may file a grievance by sending a request for a hearing along with the following information to the Dean of Students or designee. If the respondent is the Dean of Students or designee, the grievance process shall be administered by the President 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, the Dean of Students, or designee, shall so indicate in a letter to the grievant and the grievance shall be dismissed. If the grievance is not dismissed, the Dean of Students, 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 not part of the same office or immediate academic program as the respondent(s) and one who is not part of the same office or immediate academic program as the grievant. If the respondent is the Dean of Students, the Vice President of Academic Affairs shall appoint the committee members and oversee administration of the grievance process. Committee members shall have no personal interest in the outcome of the proceedings 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, which will be distributed to the chair. The chair will also instruct the parties that they have ten (10) business days to provide each other and the committee with (i) copies of any documents they wish to rely upon and (ii) a list of witnesses that each party requests that the committee 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 the 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 they believe have pertinent information about 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 campus community member 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.
4. Prospective witnesses will be excluded from the grievance hearing except during their testimony.
5. If the grievant or respondent has good cause to believe that a given member of the ad hoc committee is unable to be impartial, the grievant or respondent may request that the Dean of Students or designee disqualify that member. Such a disqualification shall be granted only upon the demonstration of sufficient reason. The decision of the Dean of Students or designee is final.
6. A person disrupting the hearing may be removed at the discretion of the committee.
7. 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.

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 committee's decision must include a summary of the testimony, findings of fact, and the committee's decision, and shall be detailed enough 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 forty-five (45) calendar days after the hearing. A dissenting panel member may file a minority report at the same time.

Step five:
The Dean of Students, or designee, shall issue a written decision within ten business days of receipt of the committee's report and official record. The decision may 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 Dean of Students, 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 is 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 exparte 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.

Appeals

Appeals must be submitted to the Dean of Students no later than 14 business days after a decision is communicated to the student. Appeals will only be reviewed if they include additional or new evidence that could not be provided at the time of the original hearing before the committee or evidence of improper procedure. Upon initial review of the appeal, and if it is determined that appeal meets the criteria in the prior sentence, the Dean of Students, or designee, may refer the matter back to the committee to review the evidence submitted and/or to address any procedural issues and determine if a new decision is merited. Decisions regarding appeals are final and not subject to additional appeal.

External Complaint

State*	**Agency Name & Contact Information**
Alaska	Alaska Commission on Postsecondary Education https://acpe.alaska.gov/Resources-Contacts/Institutional-Authorization

California	An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at P.O. Box 980818, West Sacramento, CA 95798-0818, http://www.bppe.ca.gov, Phone (888) 370-7589, Fax (916) 263-1897.
Maryland	Maryland Higher Education Commission https://mhec.maryland.gov/institutions_training/pages/career/pcs/complaint.aspx
Pennsylvania	Pennsylvania Department of Education Postsecondary and Adult Education https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/instruction/postsecondary-adult/college-and-career-education/higher%20education%20complaint%20form.pdf
Utah	Utah Department of Commerce, Division of Consumer Protection https://commerce.utah.gov/dcp/complaint/

**The student is advised to find the state of residence. If the state of residence is not listed, the state in which the home campus is located should be selected.*

An unresolved grievance may also be directed to the Western Association of Colleges and Schools, Senior College and University Commission (WSCUC). WSCUC requires that a complainant attempt to resolve the underlying grievance with the institution prior to filing a complaint. The Commission's complaint procedures are for the purpose of addressing significant non-compliance with the Standards of Accreditation and Commission policies. Thus, WSCUC will not interpose itself as an adjudicatory or grievance-resolving body in individual matters including admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, or collective bargaining, faculty or staff appointments, promotion, tenure, contractual rights and obligations, and dismissals or similar matters.

The Commission's staff will investigate a complaint in order to determine whether it appears that a Commission Standard or Policy was violated and, if such is the case, it will take appropriate action within the range of options that are available to it under Commission Standards and Policies. The complaint form and process can be found under "Directory" at www.wscuc.org. Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission,1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, Phone: (510) 748-9001.

Disability Support Services

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require that reasonable accommodations be provided to all qualified students with disabilities in all programs and activities within the control of the institution, provided such accommodations would not impose an undue burden on the school and/or fundamentally alter the nature of the service, program, or activity provided. Determination of reasonable accommodations and compliance with ADA and Rehabilitation Act for students are managed by campus administration. No student shall be retaliated against for seeking accommodation under this policy.

Pacific Oaks College is committed to providing equal access to academic courses, programs, and school activities to qualified students with disabilities.

Students with disabilities have the right to:

- Equal access to courses, programs, services, on-campus jobs, and activities offered by the school;
- Equal opportunity to learn and receive reasonable accommodations, academic adjustments and/or auxiliary aids and services to ensure that they have the opportunity to succeed equal to that of all other students at the school;

- Confidentiality of information regarding their disability as applicable laws allow;
- Self-determine who will receive student-released, disability-related materials and information within and outside the school; and
- All rights and privileges available to other students at Pacific Oaks College.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, and activities;
- Self-identify as an individual with a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary in a timely manner;
- Provide current documentation at their own expense from a qualified professional that reflects the student's current disability status, and how the disability limits participation in courses, programs, services, and activities;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Immediately report any problems or concerns associated with granted accommodations;
- Provide updated information to the Center for Student Achievement Resources and Enrichment (CARE) Director should their needs change; and
- Provide for their own independent living needs or other personal needs related to a disability (i.e., personal care attendants).

A student with a documented disability may request reasonable accommodation by contacting the CARE Director at (626) 529-8260. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested.

Time Frame for Processing Requests and Providing Reasonable Accommodations

Prospective students

Prospective students seeking basic information regarding Pacific Oaks College disability services should be referred to the CARE Office for a general overview of services.

Students who intend on seeking accommodations should be prepared to provide supportive documentation from a qualified professional (individuals qualified to administer tests to make a determination of reported disabilities e.g., licensed psychologists, mental health professionals, or physicians). Documentation may vary depending on the nature of the disability and the individual situation. Individual Education Plans are not accepted as supportive documentation. Students are encouraged to submit their accommodation requests to the CARE Office once they have been admitted to the college.

Current Students

Current students interested in obtaining reasonable disability accommodation should contact the CARE Office in a timely manner. Students will be required to follow the college's accommodation request policy and provide documentation. Please note that Individual Education Plans are not an acceptable form of documentation.
The time frame for processing a request and arranging accommodations can range from one week to 30 days depending on the following:

1. Not submitting required supportive documentation in a timely manner may delay the process for obtaining accommodations.
2. Requests for certain accommodations may require a review by the Accommodation Committee.

Americans with Disabilities Act Accommodations Committee

Mission

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990*, Pacific Oaks College is committed to providing qualified students with disabilities equal access to academic courses, programs, and school activities.

**The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require that reasonable accommodations be provided to all qualified students with disabilities in all programs and activities within the control of the institution, provided such accommodations would not impose an undue burden on the school and/or fundamentally alter the nature of the service, program, or activity provided. Determination of reasonable accommodations and compliance with ADA and Rehabilitation Act for students are managed by campus administration. No student shall be retaliated against for seeking accommodation under this policy.*

ADA Committee

The ADA Committee was established in 2016 at the directive of the College President. The ADA Committee serves in an advisory capacity to the President to create a climate that respects disability as an aspect of diversity and to ensure that individuals with disabilities can acquire and access information, interactions, and services towards their success.

Tasks

Students must submit documentation from a qualified professional (individuals qualified to administer tests) to determine reported disabilities. e.g., licensed psychologists, mental health professionals, or physicians) Documentation may vary depending on the nature of the disability and the individual situation.

Pacific Oaks reserves the right to select the specific aids and services it provides, as long as it deems, they will be effective for the student, and do not fundamentally alter the program or academic standards. Such aids and services may be reviewed by the ADA Committee, on a case-by-case basis to determine "reasonable accommodations" in consultation with the student and within ADA compliance.

In cases where the ADA Committee is asked to review accommodations or modifications that are likely to result in a fundamental alteration of a course or program, or impose an undue burden on the institution, the ADA Committee will:

- Review student's supportive documentation from a qualified professional identifying the nature of the disability
- Review potential barriers that may hinder equal access to the college's programs, services, and activities.
- Investigate resources and services to ensure all resources available for use in the operation of the requested accommodations have been considered.

- Make accommodation recommendations that would provide reasonable access to Pacific Oaks College services, programs and services but would not be a fundamental alteration to a course or program or result in undue burden

Members

Members of the ADA Committee consist of:

Name	Department	Campus
Chair: Care Director	CARE	Pasadena
Dean of Students	Student Services	Pasadena
Director of Human Resources	Human Resources	Pasadena

Committee Contact Information: patm@pacificoaks.edu

Tasks

The ADA Committee reviews potential barriers to equal access to the programs, services, and activities of the college and recommends solutions.

The ADA Committee may review cases where accommodations or modifications could impact the fundamental alteration of a course or impose an undue burden on the institution.

Meetings

The ADA Committee meets on an as-needed basis. Meetings are scheduled by the Committee Chair.

Accommodation Request for Study Abroad

Students requesting accommodation for study abroad courses must provide additional documentation for accommodation consideration. Students with accommodation requests should contact the CARE Director at (626) 529-8261 prior to applying for study abroad.

Accommodation Request Procedures

1. Students at all Pacific Oaks sites 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 on the Pasadena Campus. Upon receipt of the required materials, the CARE Director will contact the student initiating the request and review the next steps in the process. (Note: Pacific Oaks does not provide diagnostic services.)
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.

Anti-Discrimination, Anti-Harassment, & Title IX Policy

*The text below is a summary of Pacific Oaks College Anti-Discrimination, Anti-Harassment & Anti-Retaliation Policy (Policy). For the full Policy, please visit or click HERE.

Introduction

Pacific Oaks College acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus complies with all applicable laws and directives regarding nondiscrimination and equality of opportunity. As required by Title VI, Title IX, Section 504 and all other applicable federal and state laws, Pacific Oaks College does not discriminate and prohibits discrimination and harassment against its employees, students, and applicants based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national origin or ancestry, sexual orientation, physical or mental disability, marital or parental status, pregnancy, military or veteran status, political activities/affiliations or any other impermissible reason in its programs and activities ("Protected Category" or "Protected Categories").

Pacific Oaks College is committed to creating and maintaining a safe learning and working environment that is free from unlawful discrimination, harassment, and retaliation. The Policy prohibits discrimination, harassment, and Sexual Misconduct, which includes Sexual Harassment, and all other forms of discrimination and harassment based on membership in any Protected Category. The Policy also prohibits retaliation against anyone who exercises their rights under the Policy.

The Policy applies to all employees, students, and other Pacific Oaks College Community Members. Pacific Oaks College has jurisdiction to investigate conduct occurring on Pacific Oaks College's campuses, in connection with its educational programs, activities, and services, or that puts Pacific Oaks College Community Members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

Discrimination

Discrimination is an adverse action taken against or harassment of an individual based on membership in any Protected Category.

Harassment

Harassment refers to unwelcome behavior based on membership in any Protected Category. Harassment becomes impermissible where 1) enduring the offensive conduct becomes a condition for any academic-related purpose, or 2) the conduct is severe or pervasive enough to create an academic environment that a reasonable prudent person would consider intimidating, hostile, or abusive.

Sexual Harassment, as an umbrella category includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex that satisfies one or more of the following: quid pro quo, sexual harassment, sexual assault, dating violence, domestic violence, stalking as defined in the full Policy. Sexual Harassment may fall within or outside of the Title IX definition of Sexual Harassment found in Appendix B of the full Policy.

Petty slights, annoyances, and isolated incidents will not rise to the level of violation of a Pacific Oaks College policy or rule. To be considered a violation, the conduct must create an environment that would be intimidating, hostile, or offensive to a reasonable person.

Offensive conduct may include jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, or interference with academic performance.

When discriminatory harassment rises to the level of creating a hostile environment, Pacific Oaks College may also impose sanctions on the Respondent through the application of the appropriate grievance process set forth in the Policy.

The Policy includes a prohibition of online and cyber manifestations of any of the behaviors prohibited through this policy when those behaviors occur in or have an effect on Pacific Oaks College's education program and activities or use Pacific Oaks College networks, technology, or equipment.

Retaliation

Pacific Oaks College also bars retaliation against any person who exercises their rights under the Policy, including filing a good faith report of discrimination or harassment, participating in the complaint resolution procedures relating to the same, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

Reporting Complaints of Discrimination, Harassment or Retaliation

For the full policy as well as additional resources, please contact Dr. Rosalyn Kempf, Interim Dean of Students and Title IX Coordinator, at rkempf@pacificoaks.edu, or Christina Moldenhauer, Director of Human Resources at cmoldenhauer@pacificoaks.edu for any documents supporting the complaint.

A student who believes they have been subject to unlawful discrimination, harassment, or retaliation on the basis of a protected category, whether by faculty members, employees, training supervisors, visitors, or other students, should report such matters to the Dean of Students/Title IX Coordinator. Preparation of a written complaint may be required depending on the complaint's basis. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses and any documents supporting the complaint.

Response to Complaints Resolution Processes

When the Dean of Students/Title IX Coordinator receives a complaint, they will take prompt and appropriate action. The process used to address the complaint will depend on the subject matter of the complaint. For complaints of Title IX Sexual Harassment, the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other complaints, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used. In some instances, an informal resolution process may be used, if deemed appropriate. Complaints and investigations will be handled on a confidential basis, to the extent possible, with regard for the rights of Complainants and Respondents. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

Other Reporting Options

Students may also decide to report to law enforcement, if applicable, although they are not required to do so. Reporting of sexual assault, domestic violence, dating violence, and stalking to the police does not commit the Complainant to further legal action. However, the earlier an incident is reported, the easier it will be for the police to investigate if the Complainant decides to proceed with criminal charges. Early reporting makes it more likely that the police will be able gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful victim/witness services.

In addition, students may contact a professional counselor, domestic violence counselor or pastoral counselor, not connected to Pacific Oaks College, either through Student Solutions, or through other agencies or resources. Information about Student Solutions and other resources is available on the CARE office website. Pacific Oaks College encourages community members who have experienced sexual misconduct to immediately report the incident to the local police department or another area law enforcement agency.

Supportive Measures

Complainants and Respondents may request supportive measures, including but not limited to academic support, extensions of academic deadlines, class schedule modifications, withdrawals, leaves of absence, no-contact order, student financial aid counseling and referral to counseling, medical or other healthcare services and visa and immigration assistance, which shall be provided, as deemed appropriate, in accordance with the Policy. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to Pacific Oaks College's Education Program or Activity, including measures designed to protect the safety of all parties or Pacific Oaks College's educational environment, and/or deter harassment, discrimination, and/or retaliation.

Pacific Oaks College will maintain the privacy of the supportive measures, provided that privacy does not impair Pacific Oaks College's ability to provide the supportive measures. Pacific Oaks College will act to ensure as minimal an academic impact on the parties as possible. Pacific Oaks College will implement measures in a way that does not unreasonably burden any party.

Emergency Removal

In certain circumstances, the Title IX Coordinator/Dean of Students may determine that an emergency removal is appropriate. If that decision is made, the Respondent will be notified of the decision and be given the option to meet with the Title IX Coordinator/Dean of Students prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified.

Title IX Advisors

The Complainant and Respondent are entitled to have a Title IX Advisor of their choosing accompany them to any meeting or proceeding within the Title IX Formal Grievance process if they so choose. The parties may select whoever they wish to serve as their Title IX Advisor as long as the Title IX Advisor is eligible and available. At the hearing, cross-examination is required and must be conducted by the parties' Title IX Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have a Title IX Advisor for a hearing, Pacific Oaks College will appoint a trained Title IX Advisor for the limited purpose of conducting any cross-examination during the hearing. Contact the Title IX Coordinator to obtain a list of those individuals available to serve as a Title IX Advisor.

Sanctions and Remedial Action

If Pacific Oaks College determines that the Policy was violated, sanctions may be imposed, and effective remedial action will be taken. Individuals who violate the Policy will be subject to disciplinary action, up to and including removal from Pacific Oaks College. In addition, appropriate action will be taken to deter any future unlawful discrimination, harassment, or retaliation.

For students, the sanctions that may be imposed include

- Formal written warning;
- Performance Improvement Plan (a plan intended to require reflection and remediation of behavior found to have violated this policy);
- No contact order pertaining to certain Pacific Oaks Community Members or physical locations;
- Probation (a written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive for up to three hundred sixty-five (365) days. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate);
- Suspension (termination of student status for a definite period of time not to exceed 365 days and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at Pacific Oaks);
- Withholding of a degree, certificate and/or diploma;
- Referral to counseling services and/or Student Solutions for the Respondent; and/or
- Dismissal from Pacific Oaks College

Appeals

In certain circumstances the parties have the right to appeal a decision made. The details of the appeals process depend on the subject matter of the complaint. For appeals resulting from a report of Title IX Sexual Harassment, the Appeals process contained within the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other appeals, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used.

Pacific Oaks College Anti-Hazing Policy

Pacific Oaks College prohibits hazing in all settings and by all students and student organizations. This includes acts committed on or off campus, in-person or virtually, and during any activity tied to group affiliation.

Students and student organizations are expected to uphold the integrity and safety of the learning community. Hazing is prohibited regardless of an individual's willingness to participate.

Retaliation against individuals who report hazing in good faith or who participate in an investigation is strictly prohibited. These individuals will not face disciplinary action for ancillary policy violations that emerge in the investigation, such as alcohol use, unless such actions involved harm to others or reckless endangerment. A

student who believes they have been subject to hazing should submit the Report an Incident Form or email the Dean of Students at rkempf@pacificoaks.edu.

The Dean of Students will determine whether resolution is appropriate through informal or formal processes. These may include educational conversations, group conduct review, or individual referral to Student Standards. Sanctions range from educational measures to organizational suspension or individual student dismissal. The Dean of Students maintains records and manages notification to affiliated organizations, if applicable.

Institutional Authority and Local, State, and Federal Penalties

When students violate College policies, they are subject to disciplinary action by the College, whether or not their conduct violates local, state, or federal laws. By committing an act of misconduct, a student or organization may be subject to disciplinary action by the College. Conduct regulations apply to misconduct only when the conduct adversely affects some distinct and clear interest of the College academic community. Students who act in concert to violate College regulations, or students who advise or incite to violate College regulations, are also responsible for such violations.

When students violate local, state, or federal law(s), they may incur penalties as determined by local, state, or federal authorities. Institutional actions shall not be used to duplicate functions of general laws, but when the alleged violation of the law also adversely affects the orderly operation of the College, the College may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. College action will be initiated only when the institution's interest as an academic community is clearly involved.

Teach-out Policy

To plan for the protection of students in the event that a program is discontinued or that an instructional site is closed, the following is Pacific Oaks College's Teach-out Policy:

If a Pacific Oaks College program is discontinued, Pacific Oaks College will take measures to protect the interests of students to complete the program in which they are enrolled with a minimum of disruption in their studies. Pacific Oaks College will create a teach-out plan to ensure that all enrolled students can complete their studies, either at Pacific Oaks College or at a comparable institution and program.

Whenever possible, Pacific Oaks College will continue to provide instruction so that enrolled students can complete their prescribed program at Pacific Oaks College. Modifications to course requirements may be necessitated, but Pacific Oaks College will make every effort to keep changes to a minimum.

When it is not reasonably feasible for Pacific Oaks College to teach out students at Pacific Oaks College in the same curriculum and with the same faculty and services, a teach-out agreement with one or more other institutions will be developed. A teach-out agreement is a written agreement between Pacific Oaks College and another institution that provides for the transfer of students to that institution. Any such agreement will provide for the equitable treatment of students.

Any such an agreement will ensure, to the extent feasible, the following:

- That the institution is accredited by an accrediting agency equivalent to the Western Association of Schools and Colleges Senior College and University Commission (WSCUC) and that the institution is in good standing with its accreditor.
- That students will be treated equitably, considering the following factors:
    - The institution should have the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by Pacific Oaks College.
    - The institution must have the capacity to remain stable, carry out its mission, and to meet all obligations to the affected Pacific Oaks College students.
    - That the institution should be able to provide students with access to the program and services without requiring them to move or travel substantial distances.
    - That the institution should charge substantially the same tuition and fees as the students were paying to Pacific Oaks College and must agree to specify additional charges in the agreement and notify the affected students of any additional charges.

Pacific Oaks College will notify WASC of any programs that are being discontinued and seek WASC approval of teach-out plans and agreements. Further, Pacific Oaks College will notify the Department of Education if required by federal regulation or WASC policy.

Programs at Pacific Oaks College may adopt plans and agreements that provide more protections than those required by this policy, if required by a specialized accrediting agency or otherwise deemed advisable, with the approval of the President.

Student Resources and Support

Academic and Faculty Advising

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 a Faculty Advisor and an Academic Advisor upon admission who registers them for all coursework, counsels them on their academic program, provides support, and monitors their academic progress in their respective programs. Students are encouraged to contact their Faculty Advisor and Academic Advisor regularly to review their academic progress and standing.

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. 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 assists students with special needs accommodation, international student support, career planning and development services, including resume writing assistance, interviewing skills development, and time management. Students seeking employment opportunities can benefit from the Center's annual Career Fair and online career resources and workshops.

The Center also provides academic support through the CARE Learning Center. The CARE Learning Center works with students to develop their academic skills, which include developing writing, expanding critical reading skills, and improving study habits. Services include one-on-one tutoring, workshops, writing support groups, and academic resources.

Please contact the CARE Office at (626) 529-8260 or CARE_Office@pacificoaks.edu for assistance.

The CARE Learning Center team can be reached at (626) 529-8264 or CARELearning@pacificoaks.edu.

Additional information can also be found on the CARE pages on the Community Site.

Student Success Center

Welcome to Pacific Oaks Student Success Center

The Student Success Center is housed within the Pacific Oaks Student Grove which serves as a central space for students to study, gather, and connect with staff who provide a proactive and holistic approach to assist students in their educational journeys. We provide:

- Student Success Coaching for all undergraduate students
- Lending program for textbooks, laptops, and hotspots
- Bi-Lingual staff (English and Spanish)
- Computer workstations
- Comfortable study spaces with charging stations for individuals or small groups

Contact Us:

The Pacific Oaks College Student Success Center is located at the Pasadena campus.

Learn more about the Student Success Center

For more information, or to schedule an appointment, contact the Student Success Center at SSC@pacificoaks.edu or 626-529-8080.

Student Government

The Student Government is the official voice of the student body. The purpose of the Student Government 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.

Student Government membership is all students 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. To learn more about the Pacific Oaks College Student Government Association and or to become involved, please contact pocstudentgovernment@pacificoaks.edu.

Library

Tel: (626) 529-8451
Email: library@pacificoaks.edu
Website: http://tcsedsystem.libguides.com/POC_Library

Library patrons have various resources and services available on-site and remotely. To protect the integrity of library services, the following guidelines are presented in 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 have continued access to the library's physical resources. Pacific Oaks ID cards function as Library cards. Student ID cards are issued by the Registrar's Office. Use of library services implies patron agreement to all library regulations. Enrollment verification is required, so this process may require coordination with other campus offices. Registration for library services is not immediate, and patrons are advised to contact the library early 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.

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 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. Patrons cannot transfer their circulation privileges to family or friends. The library will only loan materials to students, staff, faculty, and alumni with valid Pacific Oaks ID.

Expiration and Renewal of Library Privileges

Withdrawn, dropped, dismissed or inactive students may experience a suspension of library services until they are enrolled. This does not affect due dates for items checked out during 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 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 on request who lives outside a 25-mile radius of the Pasadena Campus. Costs associated with return are incurred by the borrower.

Library Fines & Fees

Library late fees for books accrue daily. Separate fees for books vs. other materials may apply. Fines for reserve materials are assessed for each day 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 or the Catalog's *Financial Aid & Student Accounts section* for further clarification.

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 provides email notices to patrons with valid PO issued email addresses on file; however, this is a courtesy, and borrowers are responsible for return of materials, even if notices are not received. The library's policy regarding 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., is at the discretion of the lending library, and is 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.

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.

The goal of the academic reference transaction is to impart retrieval skills to patrons so that they may access material on their own. Library reference staff will not provide print outs of materials encountered during the reference transaction Librarians who provide reference service do not supply answers to students' assignments, do students' research, or compile bibliographies of information sources, and they typically refer patrons to the IT department concerning computer hardware and software questions.

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, PsycArticles, PsycBooks, PsycInfo, PsyCritique, Mental Measurements Yearbook, the PEP Archive, ProQuest Theses & Dissertations, as well as a host of other repositories. Library staff strongly encourages 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.

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 to combat unlawful file sharing of copyright materials. Pacific Oaks' 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 DMCA plan's policies may result in disciplinary action and civil and criminal penalties.

Reproduction of Materials

The photocopying or reproduction by other means of copyrighted materials is a right granted under the federal Copyright Act that defines the rights of a copyright holder and how they may be enforced against an infringer. The unauthorized reproduction and distribution of copyrighted material is strictly prohibited. Students identified as having violated this policy may be subject to disciplinary action, up to and including but not limited to dismissal from the institution, or legal action as appropriate, or both.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

All students at Pacific Oaks College are subject to the restrictions imposed by the Copyright Act. The copyright law applies to all forms of photocopying, whether it is undertaken at a commercial copying center, at the school's copying facilities, or at a self-service machine. In the opinion of Pacific Oaks College, copying a chapter of a book and therefore, the entire book would be considered copyright infringement. Students must exercise prudent judgment when reproducing others' works so as not to violate copyright law. Any concern about a student's reproduction of materials should be brought to the attention of the student's department chair, associate department chair, or vice president of student affairs. For more information, please visit U.S. Copyright Office website, especially their FAQ.

Thesis Submission

General Requirements

Your thesis should be written in a standard font and font size, such as Arial or Times New Roman 12-point font. It should be double spaced, with one-inch margins. You must number your pages according to APA guidelines.

You must include a title page, table of content and Reference page. Your table of contents may be as detailed as you choose, but it must at least direct readers to each chapter of your thesis. You should use APA formatted in-text citations and references, and follow APA standard formatting for headings, tables, etc.

Any images, including diagrams, charts, and photographs, must be created by you, or include attribution (reference). Please contact the library if you have any questions about copyright, or review information here.

Title Page
Your title page should contain the following elements:

- The title of your thesis.
- The statement "Submitted in partial fulfillment of the requirements for the degree Master of Arts in Human Development" or the equivalent statement for your degree.
- Your full official name as it appears in school records. Please do not use nicknames.
- The full names of committee members, with a line for each of them to sign on
- Month and year of submission (i.e., May 2012)

Submission to Library

- Complete thesis submission will include
  1) An electronic copy of the final version of your thesis, in either Word or PDF
  2) A scanned (PDF) or photocopy of the title page with your committee's signatures if it cannot be included in the thesis
- The electronic copy of your thesis should be a single document, and include your title page, a table of contents, the body of your thesis, and your references.
- Submit your thesis to POthesis@pacificoaks.edu, with the subject line "Your full name Thesis submission". Submissions should come from PO student emails. Emails with documents and attachments from unsecure (non-PO) emails will be deleted without review due to electronic security concerns. Photocopied title pages with signatures may be submitted in person or mailed.
- The library will make a good faith effort to check thesis to ensure they follow correct APA formatting. Students will be notified via email if they need to re-submit making any necessary corrections. It is the student's responsibility to review and correct necessary changes. All thesis students seeking help with APA should make appointments with library staff well before submission deadlines to ensure acceptance of completed thesis.

For thesis due dates, please refer to the Academic Calendar.

Student Health and Wellness

Health Insurance Portability and Accountability Act (HIPPA)

Pacific Oaks complies with all laws that govern employee and students' medical records, their review, and their dissemination. Pacific Oaks College and Children's School will not require individuals to waive their health privacy rights as a condition for treatment, payment, enrollment in the health plan, and/or eligibility for benefits. Pacific Oaks College and Children's School will not intimidate, threaten, coerce, discriminate against, or take other retaliatory action against an individual for exercising health privacy rights.

Student Health Insurance

Domestic Students

The ability to receive adequate services in the event of sickness or injury is critically important to the overall academic experience. Students attending Pacific Oaks College are encouraged to evaluate their current health insurance needs and determine their needs for insurance coverage based on local, state, and federal requirements.

Health insurance options and resources are available to students from independent providers. Information to insurance providers can be found on the Pacific Oaks College Community Site. 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.

International Students

All full-time international students in F-1 and J-1 status must purchase and maintain adequate health insurance coverage before the start of the semester. Pacific Oaks College has partnered with LewerMark Insurance Company to offer health insurance coverage to all international students in F-1 and J-1 status.

Participation in the LewerMark insurance plan is mandatory. Waivers to opt out of the LewerMark health insurance plan might be considered under special circumstances. A waiver request form must be submitted for evaluation to determine if a student is qualified to opt out. Waiver Request forms can be obtained here.

International students are automatically charged and enrolled in the insurance plan prior to the start of each semester.

Click here for more information regarding the LewerMark health insurance plan. Please review the information carefully. Cost is subject to change without advance notice.

The LewerMark International Student Health Insurance plan does not cover dependents. However, the company offers additional plans for one's spouse and children. These plans are not associated with Pacific Oaks College and arrangements must be made independently of the college. Information regarding optional health insurance for one's spouse and children can be found at this link.

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.

Serious Disease Policy

Employees, faculty, or students with infectious, long- term, life-threatening, or other serious diseases may continue their work or attendance at Pacific Oaks College and Children's School as long as they are physically and mentally able to perform the duties of their job or meet their academic responsibilities without undue risk to their own health or the health of other employees or students.

Serious diseases for the purposes of this policy include, but are not limited to, cancer, heart disease, Multiple sclerosis, hepatitis, tuberculosis, human immunodeficiency virus (HIV), and acquired immune deficiency syndrome (AIDS).

Pacific Oaks will support, where feasible and practical, educational programs to enhance employee and student awareness and understanding of serious diseases.

The mere diagnosis of HIV, AIDS, AIDS-Related Complex (ARC), AIDS virus antibodies, or any other serious communicable disease is not in itself a sufficient basis for imposing limitations, exclusions, or dismissal. Harassment of individuals with or suspected of being infected with any disease is not acceptable behavior at Pacific Oaks and will be strictly censored. The diagnosis of the condition, as any other medical information, is confidential.

In working with faculty, employees or students diagnosed with HIV, AIDS or any other serious communicable disease, Pacific Oaks will proceed on a case-by-case basis. With the advice of medical professionals, these factors will be considered:

1. The condition of the person involved and the person's ability to perform job duties or academic responsibilities;
2. The probability of infection of co-workers or other members of the Pacific Oaks community based on the expected interaction of the person in the Pacific Oaks setting;
3. The possible consequences to co-workers and other members of the Pacific Oaks community, if infected;
4. Possible reasonable accommodations and modifications to the individual's job or other obligations to take account of the condition;
5. Risk to the person's health from remaining on the job or in the Pacific Oaks community; and
6. Other appropriate factors.

Any determination with respect to an employee or student will be made following consultation with the affected employee or student, the employee or student's treating physician (if available), and such other persons as need to be involved in such a situation. Disclosure will take place only if deemed medically advisable and legally permissible. The appropriate Health Department will be informed.

Alcohol and Drug-Free Environment

In compliance with the Drug Free Schools and Communities Act (DFSCA) of 1986 as amended in 1989, Pacific Oaks College explicitly prohibits the unlawful possession, sale, use, or distribution of illicit drugs by students or employees on school premises or as part of any of its activities. In addition, the school prohibits the misuse of legal drugs including alcohol.

General State Laws of Alcohol Possession and Consumption

Individuals younger than 21 years old may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone less than 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

Sanctions to Be Imposed on Students Who Violate Regulations and Policies

An individual who is determined to be 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.

The following sanctions may be imposed against a student found to violate the Drug & Alcohol Policy:

1. **Warning** Oral warning to the students who are engaging in misconduct by violating college rules, regulations, or policies.
2. **Reprimand** Written warning that continuation or repetition of misconduct may result in a more severe sanction.
3. **Probation** Written notice explaining the serious nature of misconduct and outlining the terms of probation. It is possible for the terms of probation to prohibit a student from participation in co-curricular activities.
4. **Suspension** Termination of student status at the college for a specified period.
5. **Expulsion** Termination of student status at the college permanently or for an indefinite period. A student who has been suspended or expelled will be given notification of the time within which the student is expected to leave the campus after his or her relationship to the college has been terminated.

Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs, and Alcohol Abuse

There are health risks associated with the use of illicit drugs and abuse of legal drugs and alcohol including impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system including impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-term effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting AIDS or hepatitis. These health risks may affect one's daily life activities, as well as familial, social, and working relationships.

Drug and alcohol abuse cause physical and emotional dependence, in which users may develop a craving for a particular substance. Thus, their bodies may respond to the presence of such substances in ways that lead to increased drug and alcohol use. Certain drugs, such as opiates, barbiturates, alcohol, and nicotine create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.

Psychological dependence occurs when taking drugs becomes the center of the user's life. Drugs influence the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They distort experiences and cause loss of self-control that can lead users to harm others and themselves.

Legal Sanctions Under Federal and State Law

Federal penalties and sanctions for illegal possession of a controlled substance are as set forth below. This list has been included for reference purposes only. The most current information can be found on the website of the U.S. Drug Enforcement Administration.

a. First conviction: up to one-year imprisonment or a fine of at least $1,000
b. After one prior drug conviction: at least 15 days in prison, not to exceed two years, and a fine of at least $2,500 but not more than $250,000, or both
c. After two or more prior drug convictions: at least 90 days in prison, not to exceed three years, and a fine of at least $5,000
d. Special sentencing provisions for possession of crack cocaine: mandatory sentencing of at least five years in prison, not to exceed 20 years, and a fine of up to $250,000, or both, if the first conviction and amount of crack possessed exceeds five grams, the second crack conviction and the amount of crack possessed exceeds three grams, third or subsequent crack conviction and the amount of crack possessed exceeds one gram

e. Forfeiture of personal property used to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than a one-year imprisonment
f. Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance
g. Civil penalty of up to $10,000
h. Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, for up to one year for first offense or up to five years for second and subsequent offenses
i. Ineligibility to receive or purchase a firearm
j. Revocation of certain federal licenses and benefits, (for example, pilot licenses, public housing tenancy, etc.) as vested within the authorities of individual federal agencies
k. Any person convicted of drug trafficking occurring within 1,000 feet of an academic institution is subject to prison terms and fines twice as high as listed above with a mandatory prison sentence of one year for each offense.

Counseling, Treatment, or Rehabilitation Programs

Any student who fails to abide by the terms of the Tobacco, Drug, and Alcohol Regulations and Policies may be required to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the Los Angeles, Pasadena, and Northern California areas.

Distribution of Policy

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.

Substance Abuse Resources

ComPsych Guidance Student Assistance Program

ComPsych Student Assistance Program provides support, resources, and information for personal and work-life issues. is company-sponsored, confidential and is provided at no charge to you and your dependents. Available resources include confidential counseling; substance abuse counseling; financial guidance and legal support and resources.

Create Your ComPsych Account:
Log on to https://community.pacificoaks.edu/home/Pages/default.aspx
Follow: Student Resources
Click on "Student Assistance Program"

Substance Abuse Referral List: A substance abuse referral list is available in the CARE Office or online on the CARE webpage.

Physical Facilities

- Campus Safety and Security
- Access to Campus Buildings/Unauthorized Entry
- Reporting of Crimes
- Campus Crime Reporting (Clery Act)
- Emergency Response and Evacuation Procedures

Campus Safety and Security

Pacific Oaks College is strongly committed to crime prevention. Pacific Oaks College considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment. Please see the Campus Security, Safety & Title IX webpage for additional information.

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 to leave its premises.

Unauthorized entry into Pacific Oaks property, including but not limited to, entry into Pacific Oaks' facilities and buildings or the unauthorized use of key, swipe card, and/or access codes for access to Pacific oaks' buildings or rooms is strictly prohibited. Students or visitors are not permitted to block or prop-open doors, tape or alter entryways to buildings in any fashion. Individuals violating this policy will be Subject to appropriate discipline and, if applicable, criminal prosecution.

Student Identification Card Policy

As of the Fall 2023 semester, Pacific Oaks College issues mobile Brivo accounts to on-campus students for building access. Students may contact the office of the Registrar at Registraroffice@pacificoaks.edu for Brivo account setup. Brivo accounts are issued in lieu of SMART Card ID badges. Students requesting a replacement of their previously issued SMART Card ID will be issued a Brivo account in place of their SMART Card ID.

Non- SMART student ID cards may be issued to Online and campus students upon request. Students must submit the appropriate request form, including an appropriate digital photo, to the office of the Registrar.

Unauthorized use, forgery, or alteration of a Pacific Oaks Colleges' Student Identification Card and/or Brivo account is strictly prohibited and subject to appropriate disciplinary action as outlined below. The cost for ID cards is included in college fees. There is a replacement fee for lost or stolen cards.

Reporting of Crimes

Pacific Oaks is strongly committed to crime prevention, and prioritizes the personal safety of its students, faculty, and staff to ensure a successful learning environment. College campuses, like all other communities, are not immune to crime. The cooperation and involvement of students, faculty and staff in campus safety is essential to prevent and minimize criminal activity and injury, as well as enhance the quality of life for members of the College community.

Pacific Oaks encourages students, faculty, and staff to promptly and accurately report all criminal activity and emergencies that have occurred at a Pacific Oaks College location or at Children's School to the local authorities, the Campus Safety Authorities as well as to the Pacific Oaks Public Safety Officer. In addition to the information provided below, Pacific Oaks also places important safety and security information on the Campus Security, Safety & Sexual Misconduct webpage.

Campus Crime Reporting (Clery Act)

Pacific Oaks complies with the Federal Student Right-To-Know and Campus Security Act of 1990, as amended by Public Law 101-542 and incorporated into the Jeanne Clery Act of 1998, Pacific Oaks publishes an Annual Security Report containing crime statistics which is accessible to all students, employees, and the public on the Pacific Oaks Campus Security, Safety & Title IX webpage.

Crime Prevention includes 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.

- If anything makes you feel unsafe or threatened, dial 9-1-1.
- When using a vehicle, keep the doors always locked
    - Before entering a vehicle, always look under the vehicle and in the back seat
- Keep personal keys (car, apartment, home, etc.) in your possession always
- At night, travel in well-lit areas and in pairs, if possible
- Notice and be aware of suspicious persons and conditions
- Do not leave valuable items in your car, including personal items and or school related materials, e.g., textbooks, laptop, cell phones, etc.
- Do not part in isolated areas.
- Do not prop doors open.
- Leave items of high monetary value at home.
- Do not leave personal property unattended.
- Do not carry more cash than necessary and certainly do not advertise the amount you are carrying.
- Keep your purse, backpack, or briefcase close to your body.
- Avoid giving out personal information or making appointments with strangers over the phone.
- Mark personal items that you bring on campus.
    - This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
- Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto college property.
    - Unauthorized use, possession, or storage of these or other potentially dangerous items on College premises, or at College activities, regardless of whether you have been issued a federal or local license to possess any of these items, is strictly prohibited, and you may be subject to discipline and/or criminal prosecution

Crime Log and Timely Warning Policy

In addition to the annual statistics reporting, 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. Crime statistics for the college are available on the Campus Security, Safety & Title IX webpage.

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 Emergency Action Plan, which is available on the website and provided to all entering students. The plan 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 guide's contents before an emergency occurs.

Reservation of Facilities

Students and student organizations requesting the use of any facility as an internal user must follow the Facilities Reservation Guidelines.

Pacific Oaks College and Children's School facilities are not available for public events, events catering to the public, or non-Pacific Oaks related events. The Facilities Director shall have lead responsibility for implementing this policy. All requests for Pacific Oaks facilities must be made in writing to the Office of Services and Facilities at least three weeks before the event date. Upon written approval from the Facilities Manager, the event may be scheduled through and cleared by the Office of Services and Facilities Department.

Classroom space is held for classes as the first priority. Efforts to accommodate all valid requests for classroom use will be made. All requestors should be aware that if their first choice of a particular room is not available, a demonstrable effort to find suitable space for courses and special events will be made.

The sponsor of an event is classified under one of the two categories: internal or co-sponsored.

1. Internal: Internal events are official Pacific Oaks College and Children's School activities.
2. Internal users must have a representative from their department, program, or organization attending throughout the event. For internal activities, faculty members, administrators, and staff may reserve classrooms and other campus facilities, Subject to general availability and written approval from Facilities Manager or a designee.
    A. "Using facilities for personal purposes or under the pretense there is a substantive relationship between the Pacific Oaks College and Children's School department/program/organization, and the event is considered "fronting." Fronting is not permitted.
    B. Students and student organizations requesting the use of any facility as an internal user must also have authorization from the Center for Student Achievement, Resources and Enrichment (CARE) Office.
3. Co-Sponsorship: Co-sponsored events are defined as Pacific Oaks College and Children's School- related events between community organizations and representatives of Pacific Oaks College and Children's School. Co-sponsored events promote academic or professional development of students, faculty, and staff to benefit the Pacific Oaks College and Children's School and/ or the community. It is the responsibility of the sponsoring Pacific Oaks College and Children's School department/program/organization to:
    A. Be directly involved in the coordination of the event from beginning to end and to accept all costs incurred, including housekeeping, security, traffic, table and chair rental, etc. These costs will be charged to the sponsoring Pacific Oaks College and Children's School departments/program's budget, or the community organization.

B. Ensure that the community organization adheres to all Pacific Oaks College and Children's School policies and guidelines. Special attention shall be given to compliance with Pacific Oaks College and Children's School's policies regarding alcohol use and the handling of cash.
C. Have a Pacific Oaks College and Children's School representative in attendance, from the beginning of the event until the end.

Terms of Use

General Conditions: Pacific Oaks College and Children's School rules and regulations must be respected and followed by all users of facilities. These rules include but are not limited to the following:

1. Faculty and staff members are permitted to use Pacific Oaks property for Pacific Oaks related internal or co-sponsored events only.
2. Students must have a faculty/staff member, or a department head sponsor their event. That sponsor must remain onsite for the duration of the event.
3. Vendors must provide a certificate of liability insurance of at least $1 million coverage before the event.
4. The maximum number of people for an event is 250.
5. Users may not engage in activities that interferes with the Pacific Oaks College and Children's School mission.
6. Pacific Oaks College and Children's School reserves the right to dismiss any event if deemed necessary.
7. Pacific Oaks College and Children's School reserves the right to impose additional or special restrictions on facility usage as needed.
8. Smoking is prohibited in all Pacific Oaks facilities except designated smoking areas.
9. The use of open flame inside buildings is prohibited.
10. The event site is to be cleared of all rubbish after the event. Furniture is to be returned to its original setup. If a kitchen is used, it must be cleaned.
11. The sponsoring department is responsible for supplying invitations, furniture, linens, food, beverages, dishes, paper goods or plastic ware, etc. for the event.
12. After receiving written approval for the event from the Facilities Manager, all events must also be scheduled through and cleared by the Office Services and Facilities at least three weeks prior to the event date. All arrangements for room setup and unlocking of buildings/rooms must be cleared with Office Services and Facilities.
13. Any damage caused to buildings, Grounds, greenery, furniture, or general property belonging to Pacific Oaks during the event as a result of the event's participants is the sole responsibility of the sponsoring department.
14. Promotional Disclaimer: Users may not state or imply Pacific Oaks College and Children's School sponsorship or endorsement of their activities without the Pacific Oaks College and Children's School's consent.

Guidelines for classroom and buildings use

- No candles or open flames in buildings.
- No smoking.
- No personal space heaters.
- Do not block parking lots, driveways, or fire lanes.
- No unscheduled/unapproved events.
- Do not remove furniture from classrooms.
- Do not remove A/V equipment from the room or from their carts.
- Clean classroom and arrange furniture after class is finished.
- Take away food if food was brought to class.
- No propping open doors leading to the outside of buildings, or to common areas.
- Do not use clear tape to hang things from walls or doors. Use only blue tape and remove it after class. All postings must comply with the Pacific Oaks Posting Policy

- Report spills or damage to Office Services and Facilities.

Student Identity Verification

Pacific Oaks College reserves the right to verify the identity of enrolled students. Upon enrollment, and at any time during a student's enrollment, Pacific Oaks College may request proof of student identity in the form of a valid state or government issued identification. A registration hold may be placed on a student's academic record until proof of identification has been received by the college. Students may provide notarized full-color photocopies (front and back of identification) of valid identification in lieu of in-person verification of identification.

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 Dean of Students, or designee. All fundraising must be approved by the Dean of Students, or their designee.

Postings

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 Facilities 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.

Pet and Animal Policy

There are significant health and safety hazards and nuisances created by unrestrained pets on campus. Other than service animals as defined by the Americans with Disabilities Act (ADA), no animals are permitted on Pacific Oaks property.

1. If individuals are identified as the owner of an animal on campus they will be asked to remove the animal immediately.
2. Stray or unattended animals should be reported to Facilities or the on-site security service who will arrange for them to be removed.

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 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.

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.

Parking Policy

Each Pacific Oaks location has designated student parking areas. Students must use the designated areas in consideration of others and the communities in which Pacific Oaks resides. In some locations, parking permits may be required. No overnight parking is allowed. Vehicles that are parked overnight are subject to tow at the vehicle owner's expense.

Parking for 45 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 626-744-4501.

Information Technology Policies

To take full advantage of the technology resources available at Pacific Oaks College, students are required to have regular access to a computer that meets the minimum specifications. You can find the minimum specifications at https://www.pacificoaks.edu/student-resources/information-technology/technology-requirements/

A student who graduates from a TCSES affiliate is granted lifetime access to email. Access to all other electronic systems, including other Office 365 features and licensing for Office Suite, is removed after graduation. Students will be notified that they will lose access to any files in One Drive upon graduation and will be given a 90-day grace period to back up any necessary files. Information Technology will be unable to recover any lost files after the aforementioned grace period.

For information regarding discounts on technology purchases or assistance with selecting a computer, please contact Help Desk at 800-747-8367 or 312-467-8600

Conditions of use of computing, learning & networking facilities

1. Pacific Oaks' policy states that its computing, learning, and networking facilities are intended for teaching, learning, researching, and administration in support of Pacific Oaks' mission. 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 faculty and students.

2. Pacific Oaks reserves the right to limit or restrict permanently any user's access to the computing, learning, and networking facilities. Reasons to limit or restrict may include the following: to copy, remove, or otherwise alter any information/data or system that may undermine the authorized use of the computing, learning and networking facilities; and to do so with or without notice to the user in order to protect the integrity of the computing, learning and networking facilities against unauthorized or improper use, and to protect authorized users from the effects of unauthorized or improper usage.
3. Everyone 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.
4. It is the policy of Pacific Oaks that its computing, learning, and associated network facilities are not to be used for personal business, 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, the decision of the IT Director or the area Custodian shall be final.
5. Users will not knowingly record or process information/data that infringes any patent or breach any copyright. Every user agrees to protect Pacific Oaks and its staff against all action of all claims and demands for infringement of patent and/or breach of copyright.
6. Pacific Oaks will endeavor to protect the confidentiality of information and material provided by the user. In the event of disclosure, Pacific Oaks is not held liable 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.
7. Pacific Oaks will endeavor to safeguard the possibility of loss of information within Pacific Oaks' computing, learning, and networking facilities and 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.
8. If the loss of information/data within the system is shown to be due to negligence on the part of the computing or network personnel employed by Office of Information Technology (OIT), or because of any hardware or software failure which is beyond the user's means to avoid or control, then OIT will endeavor to help restore the information and will not charge the user for computer time spent in such restoration.
9. The use of the computing, learning, and networking facilities is permitted by Pacific Oaks on the condition that it will not involve the infringement of any patent or the breach of any copyright. Each user agrees to indemnify and keep indemnified Pacific Oaks and every member of its staff against all actions, claims, and demands for infringement of patent and or breach of copyright which may be brought or made against Pacific Oaks or any member of its staff arising from or in connection with the use of the computing and networking facilities.
10. Users of the computing, learning, and networking facilities recognize that when they cease to be formally associated with Pacific Oaks (e.g., no longer an employee, enrolled student, or visitor to Pacific Oaks), their information/data may be removed from Pacific Oaks computing, learning, and networking facilities without notice. Users must remove their information/data or arrange for its retention before leaving Pacific Oaks if users wish to.
11. Pacific Oaks, through authorized individuals, reserves the right to periodically check and monitor the computing, learning, and networking facilities.
12. Pacific Oaks disclaims responsibility and will not be responsible for loss or disclosure of user information or interference with user information resulting from its efforts to maintain the privacy, security, and integrity of the computing, learning, and networking facilities and information.
13. Pacific Oaks reserves the right to take emergency action to safeguard the integrity and security of the computing, learning, and networking facilities. This includes the termination of a program, job, or online session, or the temporary alteration of user account names and passwords. Emergency action does not waive the rights of Pacific Oaks to take additional actions, up to and including disciplinary actions, under this policy.
14. Users of the computing, learning, and networking facilities are subject to applicable laws and Pacific Oaks policies and procedures. Pacific Oaks disclaims any responsibility and/ or warranties for information and materials residing on non-Pacific Oaks computer systems or available over publicly accessible networks,

except where such responsibility is formally expressed. Such materials do not necessarily reflect the attitudes, opinions, or values of Pacific Oaks, its' staff, or students.

15. External work or use of the computing, learning, and networking facilities shall not be undertaken that would prevent Pacific Oaks users from having their usual access to the facilities.

Violation of these conditions may result in appropriate disciplinary action, including but not limited to termination or expulsion.

Appropriate and Responsible Use

Appropriate and responsible use of the Pacific Oaks' computing, learning, and networking facilities is defined as use that is consistent with the teaching, learning, research, and administrative objectives of Pacific Oaks and with the specific objectives of the project or task for which such use was authorized. All uses inconsistent with these objectives are considered to be inappropriate.

Responsibilities

Users of the Pacific Oaks computing, learning, and networking facilities accept the following specific responsibilities:

1. Security:
    a. To safeguard their data, personal information, passwords and authorization codes, and confidential data;
    b. To take full advantage of file security mechanisms built into the computing and learning systems;
    c. To choose their passwords wisely and to change them frequently (see Guidelines on Passwords);
    d. To follow the security policies and procedures established to control access to and the use of administrative data
2. Confidentiality:
    a. To respect the privacy of other users; for example, not to intentionally seek information on, obtain copies of, or modify files, tapes, or passwords belonging to other users or Pacific Oaks;
    b. Not to represent others, unless written authorization is provided explicitly by those users;
    c. Not to divulge sensitive personal data to others to which they have access concerning staff or students without explicit written authorization.
    d. To respect the rights of other users; for example, to comply with all Pacific Oaks policies regarding sexual, racial, and other forms of harassment. Pacific Oaks is committed to being a racially, ethnically, and religiously heterogeneous community.
    e. To respect legal protection provided by copyright and licensing of programs and data; for example, not to make copies of a licensed computer program to avoid paying additional license fees or to share with other users.
    f. To respect the intended usage of resources; for example, to use only the account name and password, funds, transactions, data, and processes assigned by service providers, unit heads, or project directors for the purposes specified, and not to access or use other account names and passwords, funds, transactions, data, or processes unless explicitly authorized to do so by the appropriate authority.
    g. To respect the intended usage of systems for electronic exchange (such as email, Usenet News, World Wide Web, etc.); for example, not to send forged electronic mail, mail that will intimidate or harass other users, chain messages that can interfere with the efficiency of the system, or promotional mail for profit-making purposes. Also, not to break into another user's electronic mailbox or read someone else's electronic mail without their permission.
    h. To respect the integrity of the computing, learning, and networking facilities; for example, not to intentionally develop or use programs, transactions, data, or processes that harass other users or infiltrate the system or damage or alter the software or data components of a system. Alterations to any system or network software or data component are to be made only under specific instructions from authorized academic staff, unit heads, project directors, or management staff.

i. To respect the financial structure of the computing, learning, and networking facilities; for example, not to intentionally develop or use any unauthorized mechanisms to alter or avoid charges levied by Pacific Oaks for computing, learning, network, and data processing services.
j. To adhere to all general Pacific Oaks policies and procedures including, but not limited to, policies on proper use of information resources and computing, learning, and networking facilities; the acquisition, use, and disposal of College-owned computer equipment; use of telecommunications equipment; legal use of software; and legal use of administrative data.
k. To report any information concerning instances in which Pacific Oaks OIT Security Policy or any of its standards and codes of practice has been or is being violated to the OIT Help Desk which will redirect the incident to the appropriate person(s) for action.

Code of Practice for Specific Activities

The following apply to specific activities:

1. Illegal Activity:
   In general, it is inappropriate use to store and/or give access to information on Pacific Oaks computing, learning, and networking facilities that could result in legal action against Pacific Oaks.
2. Objectionable Material:
   Pacific Oaks' computing, learning, and networking facilities must not be used for the transmission, obtaining possession, demonstration, and advertisement or requesting the transmission of objectionable material, namely:
   a. Offensive pornography of any kind or form, especially child pornography; or
   b. Material that promotes crime or violence, or incites or instructs in matters of crime or violence; or
   c. Material that describes or depicts material in a way likely offensive to others.
3. Restricted Material:
   Pacific Oaks' computing, learning, and networking facilities must not be used to transmit or make available restricted material to a minor.
4. Restricted Software and Hardware:
   Users should not knowingly possess, give to another person, install on any of the computing, learning, and networking facilities, or run programs or other information which could result in the violation of any Pacific Oaks policy or the violation of any applicable license or contract. This is directed towards software known as viruses, Trojan horses, worms, password breakers, and packet observers/ sniffers and includes hardware/software taken for personal use. Authorization to possess and use Trojan horses, worms, viruses and password breakers for legitimate research or diagnostic purposes must be obtained from the IT Director.
5. The unauthorized physical connection of monitoring devices to the computing, learning, and networking facilities which could result in the violation of Pacific Oaks' policy or applicable licenses or contracts is considered inappropriate use. This includes but is not limited to the attachment of any electronic device to the computing, learning, and networking facilities for the purpose of monitoring data, packets, signals, or other information. Authorization to possess and use such hardware for legitimate diagnostic purposes must be obtained from the Chief Information Officer.
6. Copying and Copyrights:
   a. Users of the computing, learning, and networking facilities must abide by the Pacific Oaks Copyright Policy, which covers copyright issues pertaining to Pacific Oaks' faculty, staff, and students as well as commissioned works of non-employees.
   b. Respect for intellectual labor and creativity is essential to academic discourse. This tenet applies to works of all authors and publishers in all media. It includes respect for the right to acknowledgment and the right to determine the form, manner, and terms of publication and distribution. If copyright exists, as in most situations, it includes the right to determine whether the work may be reproduced at all. Because electronic information is volatile and easily reproduced or altered, respect for the work and personal expression of others is especially critical in computing, learning, and networking environments. Viewing, listening to, or using another person's information without authorization is

inappropriate use of the facilities. Standards of practice apply even when this information is left unprotected.

c. Most software that resides on computing, learning, and networking facilities is licensed to Pacific Oaks and is protected by copyright privileges, licensing restrictions or contractual agreements. Users must abide by the terms and conditions of software use and redistribution licenses. Such restrictions may include prohibitions against copying programs or data for use on the computing and networking facilities or for distribution outside of Pacific Oaks including but not limited to the resale of data or programs, the use for non-educational purposes or for financial gain; and against public disclosure of information about programs (e.g., source code) without the proper authorization. Pacific Oaks' employees who develop new packages that include components subject to use, copying, or redistribution restrictions have the responsibility to make any such restrictions known to the users of those packages.

d. With a greater emphasis on computer-based assignments, students need to be especially cognizant of the appropriate use of computing, learning, and networking facilities.

7. Computer Harassment:

Pacific Oaks policy prohibits sexual and discriminatory harassment. Pacific Oaks' computing, learning, and networking facilities are not to be used to libel, slander, or harass any other person. The following constitute examples of Computer Harassment:

a. Intentionally using the computer to annoy, harass, terrify, intimidate, threaten, offend, or bother another individual(s) by conveying obscene language, pictures, or other materials or threats of bodily harm to the recipient or the recipient's immediate family.

b. Intentionally using the computer to contact another person repeatedly with the intent to annoy, harass, or bother, whether any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease.

c. Intentionally using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that such communication should cease.

d. Intentionally using the computer to disrupt or damage the academic, research, administrative, or related pursuits of another.

e. Intentionally using the computer to invade the privacy, academic or otherwise, of another or the threatened invasion of the privacy of another.

f. The display of offensive material in any publicly accessible area violates Pacific Oaks' harassment policy. There are materials available on the Internet and elsewhere that some members of the Pacific Oaks community will find offensive. One example is sexually explicit graphics. Pacific Oaks cannot restrict the availability of such material, but it considers its display in a publicly accessible area to be inappropriate. Public display includes publicly accessible computer screens and printers.

8. Resource Degradation:

a. Users shall not perform any act that will impair the operation of any part of the network facilities or deny access to other users. It is inappropriate use to deliberately perform any act which will impair the operation of any part of the computing, learning, and networking facilities, or deny access by legitimate users to any part of them. This includes wasting resources, tampering with components or reducing operational readiness of the facilities.

b. Users shall not degrade the use of the networking facilities' resources. The willful degradation of computing, learning, and networking resources is inappropriate use. Degradation includes passing chain letters, willful generation of large volumes of unnecessary printed output or disk space, willful creation of unnecessary multiple jobs or processes, or willful creation of heavy network traffic. In particular, the practice of willfully using Pacific Oaks' computing, learning, and networking facilities for the establishment of frivolous and unnecessary chains of communication connections is an inappropriate waste of resources.

c. The sending of random mailings ("junk mail") is discouraged but generally permitted in so far as such activities do not violate the other guidelines set out in this document. It is poor etiquette at best, and harassment at worst, to deliberately send unwanted mail messages to strangers. Recipients

who find such junk mail objectionable should contact the sender of the mail, and request removal from the mailing list. If the junk mail continues, the recipient should contact the PO Help Desk.

9. Game Playing:
   Limited recreational game playing, that is not part of an authorized and assigned research or instructional activity, is tolerated. Pacific Oaks' computing, learning, and network services are not to be used for extensive or competitive recreational game playing. Recreational game players occupying a seat in a public computing facility must give up the seat for others who need to use it for academic or research purposes.
10. Commercial Use:
    Users are not to use Pacific Oaks' network facilities for the following:
    a. Commercial gain or placing a third party in a position of commercial advantage.
    b. Any non-Pacific Oaks related activity, including non- Pacific Oaks related communications.
    c. Commercial advertising or sponsorship except where it is clearly related to or supportive of the mission of Pacific Oaks or the service being provided.

    This paragraph is not intended to restrict free speech or to restrict Pacific Oaks from setting up Information Servers or other services specifically designated for the purpose of fostering an "electronic community" with the wider community Pacific Oaks serves.
11. Use for Personal Business:
    Pacific Oaks' computing, learning and network facilities may not be used in connection with compensated outside work nor for the benefit of organizations not related to Pacific Oaks, except in connection with scholarly pursuits (such as academic publishing activities) or in a purely incidental way. This and any other incidental use (such as electronic communications or storing data on single- user machines) must not interfere with other users' access to resources (computer cycles, network bandwidth, disk space, printers, etc.) and must not be excessive.
12. Additional Guidelines at Local Sites:
    Pacific Oaks computing, learning and network facilities are composed of several "sites." Each site may have local rules and regulations, which govern the use of computing, learning and network facilities. Users are expected to cooperate with and comply with College and local site policies. Site policies may be more restrictive than College policy. It is the intention that the Pacific Oaks OIT Security Policy represents a minimum standard. Local administrators may impose more restrictive policies, which become their responsibility to administer.
13. Connection to the Campus-Wide Data Network: To maintain the integrity of the Pacific Oaks computing, learning and network facilities, connections to the campus network are made only by specialized personnel under the direction of the OIT network staff. Users are encouraged to attach appropriate equipment only at existing user-connection points of labs. All requests for additional Network connections or for the relocation of a connection should be directed to the OIT help desk for review and disposition.
14. Use of Desktop Systems:
    Users are responsible for the security and integrity of the Pacific Oaks' information/data stored on their personal desktop system. This responsibility includes making regular disk backups; controlling physical and network access to the machine, following installation parameters for updating, and implementing virus protection software and/or security updates for the desktop operating system upon availability. Users should avoid storing passwords or other information that can be used to gain access to other campus computing resources. Users should not store Pacific Oaks passwords or any other confidential data or information on their laptops or home PCs or USB sticks, external hard drives, DVDs, or CDs. All such information should be secured after any remote connection to the Pacific Oaks network is completed.
15. Use of External Services:
    Networks and telecommunications services and administrative systems and services to which Pacific Oaks maintains connections (e.g. Canvas) have established acceptable use standards. It is the user's responsibility to adhere to the standards of such networks. Pacific Oaks cannot and will not extend any protection to users should they violate the policies of an external network.
16. Printouts:
    Users are responsible for the security and privacy of hard-copy versions of Pacific Oaks information, data, and reports.

Violating the Code of Practice is grounds for discipline, including but not limited to termination and/or expulsion.

User Indemnity

Users agree to indemnify Pacific Oaks for any loss or damage arising out of improper or misuse of equipment, computer, or work system during normal usage.

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 (use of devices must be for academic or emergency purposes only). 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 individuals against their will is strictly prohibited. Electronic transmission of photographs of any person without their consent is strictly prohibited.

Limited Warranty

Pacific Oaks College and Children's School assumes no responsibility and provides no warranty against the non-delivery or loss of any files, messages or data. Pacific Oaks does not accept any liability for consequential loss in the event of improper use of Pacific Oaks equipment, computer, or work-related system or any other circumstances. In the event of data or message loss, the first recourse should be to attempt to retrieve data from daily, weekly, or monthly backups. If the resolution is financial in nature it should be referred to the President for approval and/or disposition.

Password Construction

To mitigate the possibility of someone cracking your password OIT recommends that you follow the guidelines listed below when choosing and constructing your password:

1. They must contain characters from three of the following four categories:
    - English uppercase characters (A through Z).
    - English lowercase characters (A through Z).
    - Base-10 digits (0 through 9).
    - Non-alphanumeric (e.g., !, $, #, %), extended ASCII, symbolic, or linguistic characters.
2. A password must be at least 8 characters long.
3. NEVER make your password a name or something familiar, like your pet, your children, or partner. Favorite authors and foods are easily guessed.
4. NEVER, under any circumstances, should your password be the same as your username or your real name.
5. Avoid using words that can be associated with you.
6. Avoid having a password consisting of a word from a dictionary. Most basic cracking programs contain over 80000 words, and plenty of variations.
7. The current password policy requires that your password be a mix of numbers and mixed case letters. Simple substitutions like a '1' for an 'I', and '0' for an 'O' are easily guessed. Add a '%' or'$' to the middle of the password.
8. Choose something you can remember, that can be typed quickly and accurately and includes characters other than lowercase letters.

Guidelines on Password Management

1. Passwords should be memorized and not written down.
2. Passwords belong to the individuals and must not be shared with others.
3. Passwords are required to be changed every 120 days, or immediately if compromised.
4. Passwords must be at least 8 characters long.
5. Passwords may not contain all or part of the user's account name.
6. Creating a "pass phrase" is one way that helps users to memorize a complex password. Substituting numeric or special characters helps to meet the complexity requirement.
7. An example of a valid and secure pass phrase might be Tqbf^0t1D, which is based on the old typing practice sentence "The Quick Brown Fox Jumped Over the Lazy Dog!"
8. Using lines from a childhood verse, Yankee Doodle went to town becomes Ydw2~tw
9. A food disliked during childhood becomes "r1c&ra1P" for rice and raisin putting

Password Administration

The Office of Information Technology regularly schedules tests to validate password domain policies to verify the policy is adhered to and maintained by the primary network domain server.

1. When applicable it is recommended that new or changed passwords be issued in person and in writing and only to the identified user.
2. When a password is issued electronically encryption policies should be adhered to.

Standards and Guidelines for Desktop/Laptop Computers Hardware Security

Secure Desktop/Laptops in public areas. Equipment located in publicly accessible areas or rooms that cannot be locked should be fastened down by a cable lock system or enclosed in a lockable computer equipment unit or case.

Secure hard disks. External hard disks should be secured against access, tampering, or removal. Locate computers away from environmental hazards.

Data and Software Availability

1. Back up and store important records and programs regularly.
2. Check data and software integrity.

Software

Software is protected by copyright law. Unauthorized copying is a violation of Pacific Oaks copyright policy. Users should understand and comply with the license requirements of the software. Pacific Oaks is subject to random license audits by software vendors.

Viruses

Computer viruses are self-propagating programs that infect other programs. Viruses and worms may destroy programs and data as well as using the computer's memory and processing power. Viruses, worms, and Trojan horses are of particular concern in networked and shared resource environments because the possible damage they can cause is

greatly increased. Some of these cause damage by exploiting holes in system software. Fixes to infected software should be made as soon as a problem is found.

Users should make an effort to decrease the risk of viruses and limit their spread by doing the following:

1. Periodically run anti-virus software scans on your system to include "all files." Check all software before installation.
2. Use software tools to detect and remove viruses. Pacific Oaks College and Children's School uses Sophos virus protection application for all student and staff desktops and laptops.
3. Isolate infected files and/or applications immediately to prevent extended contamination.

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 with 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 all email content sent to their email address. Students can access their college email account by logging into the Student Gateway.

Pacific Oaks email 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 accounts 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.

Multi-factor Authentication (MFA)

Multi-factor authentication (MFA) is enabled for all accounts, (MFA) adds a layer of protection to the sign-in process. When accessing accounts or apps, users must provide additional identity verification through their phone or other approved device.

Appropriate and reasonable use of electronic mail

Electronic mail and communications facilities provided by Pacific Oaks are intended for teaching, research, outreach, and administrative purposes. Their use is governed by Pacific Oaks rules and policies, applicable laws, and acceptable use policy of the provider.

Electronic mail may be used for personal communications within reasonable and appropriate limits. Users should explicitly recognize their responsibility for the content, dissemination, and management of the messages they send. Responsibilities include that their messages:

1. Do not contain information that is harmful to Pacific Oaks or its community;
2. Are courteous and polite;
3. Are consistent with Pacific Oaks policies;

4. Protect others' right to privacy and confidentiality;
5. Do not contain obscene, offensive or slanderous material;
6. Are not used for purposes that conflict with Pacific Oaks' interests;
7. Contain an accurate, appropriate and informative signature;
8. Do not unnecessarily or frivolously overload the email system (e.g. spamming and junk mail is not allowed);
9. Are not for commercial purposes unless authorized by Pacific Oaks.

If users are absent for long periods of time, they should set up a forwarding address or vacation message.

Electronic mail containing a formal approval, authorization, delegation or handing over of responsibility should be copied to paper and filed appropriately for purposes of evidence and accountability.

Users must ensure that personal information in the custody of Pacific Oaks is protected in accordance with the Pacific Oaks' Intellectual Property Policy.

Confidentiality and Security

It is important to first note that any electronic mail is inherently NOT SECURE.

1. As Pacific Oaks networks and computers are the property of the Pacific Oaks College and Children's School, Pacific Oaks retains the right to allow authorized personnel to monitor and examine the information/data stored within.
2. It is recommended that users must follow security guidelines, policies, and encryption protocols when sending personal or confidential material electronically.
3. Users must ensure the integrity of their password and abide by Pacific Oaks policy on password security.
4. Encryption protocols should be used when sending sensitive or confidential material electronically.
5. Confidential information should be redirected or shared with others only where there is a need and with the permission of the originator, when and where possible.
6. Electronic mail messages can be forged in the same way as faxes and memoranda. If a message is suspect, users should verify its authenticity via telephone or fax.

Computer Labs

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.

Computer 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. 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.

Users must observe the following laboratory etiquette while in the computer labs:

Laboratory Etiquette

The computer labs are a common shared resource for Pacific Oaks students only. Pacific Oaks has the right to deny access to anyone without appropriate identification. To ensure a reasonable working environment, we ask that users of the computer labs observe a few simple rules of common courtesy.

Users must observe the following laboratory etiquette while in the computer labs:

1. No food, drink, or cigarettes are to be consumed in the labs.
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. Cell phone conversations should be taken outside the labs.
4. Do not play loud music either on a website or on your phone. Please use headphones.
5. Cell phone conversations should be conducted outside the labs.
6. The number of workstations is limited. Please limit your sessions to 30 minutes.
7. Please be courteous to staff and fellow users.
8. Avoid excessive use of the computer lab printer. Always print double-sided whenever possible.
9. Computer game playing either from the computer or Internet is prohibited unless written authorization is granted by your instructor.
10. You are required to comply with any instruction by a Pacific Oaks staff member or Lab Assistant.
11. Be sure to back up important data onto disks or a portable drive. Always have more than one copy of your data.

Computer Networks

Networked computers may require more stringent security than stand-alone computers because they are connected to the Pacific Oaks College and Children's School primary computer network.

While the Office of Information Technology is directly accountable for setting up and maintaining appropriate security procedures on the network, each individual is responsible for operating their own computer with ethical regard for others in the shared environment.

The following considerations and procedures must be emphasized in a network environment:

1. Check all files downloaded from the Internet. Avoid downloading shareware files.
2. With the support of the Office of Information Technology, software should be thoroughly tested before it is installed to ensure that it does not contain a virus/worm that could have serious consequences for other personal computers and servers on the Pacific Oaks College and Children's School network(s).
3. Choose passwords with great care to prevent unauthorized use of files on networks or other personal computers and change them frequently.
4. Always BACK-UP your important files to your assigned network account.
5. Use (where appropriate) encrypting/decrypting and authentication services to send confidential information over a Pacific Oaks network.
6. Never store Pacific Oaks passwords or any other confidential data or information on your laptop or home PC or sticks, external hard drives, DVDs, or CDs. All such information should be secured after any dialup or remote connection to the Pacific Oaks network.

Student Laboratory and Network Code of Practice

The Pacific Oaks College and Children's School 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 "Code of Practice in the Use of Computing, Learning and Network Facilities," "Appropriate and Reasonable Use of Electronic Mail," and the 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 their student 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.

Cyber-Bullying Policy

Pacific Oaks College is committed to providing a positive learning environment for all of its students. Harassment, intimidation, the intentional annoyance of others, or any other cyber-bulling particularly when using Pacific Oaks College computing resources is strictly prohibited.

What is Cyber-Bullying?

Cyber-bullying involves the use of any electronic communication device or technology (i.e. cellular phones) to support or carry out deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others. Examples of cyber-bullying include, but are not limited to:

- Text message bullying involves the sending of unwelcome texts that are threatening or may cause unnecessary discomfort.

Phone call bullying via mobile phones involves stealing someone's phone and then using it to harass others, either by making silent calls, leaving abusive messages, or disguising their numbers by using someone else's phone to avoid identification.

- Email bullying involves using e-mails to send bullying or threatening messages. This may be done using someone else's number or a pseudonym for anonymity.
- Picture/video clip bullying via phone cameras involves the use of pictures or video clips to make an individual feel threatened or embarrassed. "Happy Slapping" involves filming and sharing physical attacks.
- Chat room bullying may involve sending menacing or upsetting responses to people when they are in a web-based chat room.
- Bullying through instant messaging: an internet-based form of bullying in which individuals are sent unpleasant messages as they conduct real time conversations online.
- Bullying through blogs involves the use of defamatory statements on blogs of a website.

Reduce the Risk of Cyber-Bullying?

Students are expected to comply with the following when using Pacific Oaks College computing resources:

- Limit communications through the internet and email to content related to learning.
- Keep passwords confidential and change them when prompted or when known by another user.
- Log off at the end of each session to ensure that no one else can use their account.

- Promptly report if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable. Keep personal information including names, addresses, photographs, credit cards and telephone numbers of themselves and/or others private.
- Avoid using the electronic identity of another person to send messages to others or for any other purposes.
- Do not take photos or videos of other members of the College community without their consent.
- Do not send emails or other messages that:
    - Were sent to you in confidence
    - Contain a computer virus or attachment that is capable of damaging a recipients' computer
    - Is a chain letter
    - Include hoax emails
    - Contain unlawful or unacceptable material or remarks, including offensive, abusive, or discriminatory comments
    - Include sexually explicit or sexually suggestive material or correspondence
    - Include false or defamatory information about a person or organization
    - Include the College name or logo without the written permission of the Office of the President

Students must not send threatening, bullying, or harassing material.

Procedure in the Event of Cyber-Bullying

Any threat of violence, instance of cyber-bullying or electronic harassment must be reported to a senior staff member at the College. A prompt investigation will be initiated by the Dean of Students' office (for instance involving students) or the Human Resources Department (for instances involving Pacific Oaks Employees. The investigation will follow the Grievance Procedures outlined in the Catalog.

* After the investigation is conducted, students or employees found to have engaged in cyber-bullying will be disciplined in accordance with the applicable student handbook or employee manual.

Course Descriptions

Advocacy and Social Justice

ASJ 300 - A History of Social Justice Reform

3 credit(s) This course provides a foundational framework to explore the origins of social justice theory, the research surrounding social justice movements and the historic distribution of social resources that result in injustice and disparity. Course content immerses students in the defining tenants of social justice and its movements, the dimension and scope of the movements, the criterion required for action, the salience of group and individual motivation towards justice, the capacity to form justice judgements, the cognitive and behavioral reactions to injustice and the cross-cultural generalizability of justice considerations.

ASJ 310 - Managing Diversity in a Global Context/Identity & Diversity

3 credit(s) An Interdisciplinary approach to innovative practices that make the workplace more inclusive and productive while exploring the historical and contemporary foundations of hierarchies and relationships of power, sociocultural diversity of experiences and sociopolitical resistance within higher education.

ASJ 333 - Understanding Equity in Practice

3 credit(s) An introduction into measurable techniques, methodology, application, and understanding to assess inequality and segregation. Policy evaluation using techniques for casual inference while developing anti-bias practices.

ASJ 345 - Advocacy and Strategy for Inclusion

3 credit(s) An interdisciplinary approach to innovative and strategic practices to develop and incorporate inclusive initiatives by examining environments impacted by societal norms and biases.

ASJ 390 - Social Media, Technology and Social Change

3 credit(s) This course demonstrates the roles that media, modern technology and Social Network Site (SNS) engagement have had on catalyzing movements and maintaining oppression and subjugation. Students explore how communication tools used to fight injustice and maintain oppressive systems have evolved. Furthermore, this course will directly address the value of critical thinking processes to positively impact information technology literacy and technological disparities like the Digital Divide.

ASJ 424 - Exploration & Application Fieldwork/Internship

3 credit(s) In this fieldwork/internship seminar, students apply the theories and principles learned to their work in a field setting. Students gain knowledge, acquire new skills, and refine existing ones while providing service to the community. Students will observe, investigate, and critically reflect on practices and emergent issues from their fieldwork/internship. Seminar discussions focus on discoveries from explorations, the investigation of theory for application, problem solving and grappling with cultural and ethical dilemmas related to advocacy and social justice. Each student is required to engage in 45 hours of service at an approved fieldwork/internship site during the semester they are enrolled in ASJ424.

ASJ 444 - Advocacy and Social Justice Capstone

3 credit(s) The capstone course requires students to reflect, conceptualize, and clearly communicate what they have learned about advocacy and social justice from their coursework at Pacific Oaks College. Students will review their Program Learning Outcomes (PLOs) and the Core competencies to articulate the meaning of their degree. An essential element of this class is to be an active participant in the learning community.

ASJ 562 - Social Influence: Justice Through Public Figures and Social Texts

3 credit(s) An exploration course designed to observe leadership through the social lens of celebrity figures, social, and political figures with how present-day platforms are used. This course also employs an assessment of propaganda through the use social media texts, publicized protests, film, use of mainstream media display and voice of leadership through social influence and its implications.

ASJ 590 - Harnessing the Power of Social Media and Technology for Social Impact and Change

3.0 credit(s) This course analyzes the methods and techniques employed by media, modern technology, and Social Network Site (SNS) engagement to impact social change movements. Students evaluate communication tools used to fight injustice and maintain oppressive systems to generate multi-media protocol for social impact and change. Students will examine the characteristics and utilization of varied media modalities including, but not limited to Social Network Sites, Streaming Media, Music, and Television to assess their collective impact on organizing, mobilizing, and effecting change or maintaining an existing system

ASJ 667 - Advocacy in Action: Fieldwork/Internship

3.0 credit(s) This course serves as the fieldwork course for the MA in Advocacy and Social Justice degree program. Evaluation and analysis of empowerment and advocacy theory serves as a tool as students develop and implement their advocacy work. The course operates from the Advocate-Researcher-Practitioner lens as students implement and assess their own advocacy work in a domain to impact equity, fairness, justice, inclusion, and multi-culturalism. This course lays the foundation for the students Social Impact and Participatory Action Research Masters Project. Content provides strategies for the implementation of tools to recognize the understandable and predictable responses to oppression, subjugation, and economic injustice within a variety of sociocultural contexts. Students will observe, investigate, and critically evaluate policies, practices, and emergent issues from their fieldwork/internship. Seminar discussions focus on discoveries from evaluations, the investigation of theory for application, problem solving and grappling with cultural and ethical dilemmas. Each student is required to engage in 45 hours of service at an approved fieldwork/internship site during the semester they are enrolled in ASJ 450.

ASJ 678 - Research & Innovation Standards: Community and Social Impact

3 credit(s) A research-based course that incapsulates social texts, emergent curriculum, and community-based practices. Headlined by a Social Action Research Project, the course serves as a program summation through the lens of centralizing student's learning experience toward progressive and innovative social transformation and impact in a given field of their choice, relevant to diversity, equity, and/or inclusion. Prerequisite(s): ASJ 562 Social Influence: Justice Through Public Figures and Social Texts, ASJ 590 Harnessing the Power of Social Media and Technology for Social Impact and Change, ASJ 667 Advocacy in Action: Fieldwork/Internship, HD 583 Social Justice Pedagogy and MLS 410 The American Legal System

Business

ACC 201 - Principles of Accounting

3 credit(s) This course provides an introduction to financial accounting principles. Topics include basic accounting procedures, measurement of income and expense, working capital, and investments.

ACC 202 - Principles of Management Accounting

3 credit(s) This course provides the basic principles and applications of managerial and cost accounting, considering particularly how a manager's understanding of accounting practices influences basic operational decisions. Prerequisite(s): ACC 201

BUS 200 - 21st Century Business Skill Sets

3 credit(s) 21st Century Business Skill Sets explores various business skills/abilities that are necessary in today's business world, including a perspective which extends beyond domestic business to encompass a global view. The course includes literacies and proficiencies that prepare students to meet current challenges and opportunities. Students explore the following topics: soft skills, collaborating and working in teams, business etiquette, social skills, creativity and imagination, communication, adaptability, the virtual workplace, modern technologies, flexibility, networking, communication skills, social responsibility, and time management. This course has no prerequisites.

BUS 201 - Principles of Business

3 credit(s) This course, an Introduction to Business, will introduce you to ways of doing business. The course presents business theory and background information, while activities within the course are designed to engage students in

discussions, research, written assignments, on business operations today. Students will learn about our capitalistic system, how an entrepreneur starts a business, how a business is legally organized, the global opportunities in business, as well as the impact of social responsibility on business.

BUS 211 - Managerial Applications of Technology

3 credit(s) This course examines the role of information technology as a source of competitive advantage for a business. The course analyzes how information technology aligns with business strategy to achieve organizational goals. Students will be introduced to various computer business applications. This course reviews the ethics of information technology as well as future trends in the field.

BUS 212 - Business Law and Corporate Ethics

3 credit(s) The course introduces basic business law topics in employment law, contract law, and various business regulations, as well as ethical issues underlying the law and business' responsibility to society more generally. The application of law and ethics across cultures and countries is introduced. Prerequisite(s): ENG 101

BUS 220 - 21st Century Leadership and Beyond

3 credit(s) This course focuses on principles, theories, and models of leadership and the characteristics of effective leadership across multiple settings, both domestically and globally. Emphasis is placed on the critical role of communication and interpersonal skills in being an effective leader in today's fast-paced and diverse organizations, as well as the leader's role in modeling social responsibility, values, and ethics in an organization. Leadership strengths and weaknesses are explored to determine relevant solutions for contemporary realities. Students are also introduced to the nature and components of negotiation and conflict management. Students explore their own leadership strengths and weaknesses.

BUS 300 - 21st Century Business Skill Sets

3 credit(s) 21st Century Business Skill Sets explores various business skills/abilities that are necessary in today's business world, including a perspective which extends beyond domestic business to encompass a global view. The course includes literacies and proficiencies that prepare students to meet current challenges and opportunities. Students explore the following topics: soft skills, collaborating and working in teams, business etiquette, social skills, creativity and imagination, communication, adaptability, the virtual workplace, modern technologies, flexibility, networking, communication skills, social responsibility, and time management. Prerequisite(s): COM 105 Business and Professional Communication, BUS 201 Principles of Business and BUS 312 Business Law and Corporate Ethics

BUS 311 - Managerial Application and Technology

3 credit(s) This course examines the role of information technology as a source of competitive advantage for a business. The course analyzes how information technology aligns with business strategy to achieve organizational goals. Students will be introduced to various computer business applications. This course reviews the ethics of information technology as well as future trends in the field. Prerequisite(s): ACC 201 Principles of Accounting and MGT 280 Principles of Management

BUS 312 - Business Law and Corporate Ethics

3 credit(s) The course introduces basic business law topics in employment law, contract law, and various business regulations, as well as ethical issues underlying the law and business' responsibility to society more generally. The application of law and ethics across cultures and countries is introduced. Prerequisite(s): BUS 200 21st Century Business Skill Sets and BUS 201 Principles of Business

BUS 320 - 21st Century Leadership and Beyond

3 credit(s) This course focuses on principles, theories, and models of leadership and the characteristics of effective leadership across multiple settings, both domestically and globally. Emphasis is placed on the critical role of communication and interpersonal skills in being an effective leader in today's fast-paced and diverse organizations, as well as the leader's role in modeling social responsibility, values, and ethics in an organization. Leadership strengths and weaknesses are explored to determine relevant solutions for contemporary realities. Students are also introduced to the nature and components of negotiation and conflict management. Students explore their own leadership strengths and weaknesses. Prerequisite(s): BUS 201 Principles of Business, MKT 230 Principles of Marketing and MGT 280 Principles of Management

BUS 355 - e-Commerce

3 credit(s) This course is designed to provide the student with a basic understanding of the networked economy and its associated infrastructures. This course will introduce students to strategy, technology, capital, media, and policy, and describe how each works to enable e-commerce today. Prerequisite(s): BUS 312 Business Law and Corporate Ethics, BUS 320 21st Century Leadership and Beyond and MGT 334 Data-Driven Decision Making

BUS 365 - Marketing, Sales, and Channel Management

3 credit(s) This course examines the role of marketing, sales, and channel management. Topics include strategic sales and channel design, channel relations, sales force management, channel, and sales evaluation, and gaining a competitive advantage through marketing, sales, and channel management. The concept of sustainable marketing channels is introduced. Prerequisite(s): MKT 230

BUS 434 - International Finance Management

3 credit(s) This course focuses on the study of financial institutions in the global economic environment. Among the areas covered are foreign exchange markets, international trade, global regulatory environments, interest rate volatility, and technological advances. Prerequisite(s): FIN 401

BUS 435 - Employment Law

3 credit(s) The course reviews basic employment laws including federal wage and hours, family medical leave, health and safety, and legal and ethical working requirements. It also emphasizes employee rights and obligations. Prerequisite(s): MGT 411

BUS 436 - International Human Resources Management

3 credit(s) The course is a discussion of human resources management in a global context. Topics will include expatriation, repatriation, the regulatory environment, and staffing and structural norms. Prerequisite(s): MGT 411

BUS 438 - Emerging Markets:

3 credit(s) This course is designed to explore economic conditions of nations with commerce and/or social activities that are leading these nations to experience rapid industrialization and growth. Students develop an understanding as to how these markets are changing the world and speculate on the future of market powers with a focus on technology, lending, and manufacturing. Students also strengthen their cultural competence skills as they demonstrate their level of proficiency using cultural competence models.

BUS 455 - Entrepreneurship

3 credit(s) This course introduces students to the world of entrepreneurship. Topics include the importance of entrepreneurship, the characteristics of entrepreneurs, and the entrepreneurship process. Entrepreneurship in its various forms, including startup growth ventures, entrepreneurship in small and medium enterprises, and microbusinesses are explored.

BUS 470 - Global Business Management

3 credit(s) Students study characteristics of international management and the bases for business among countries. Different perspectives on organizational behavior, human resource management, management styles, and the practical aspects of international management are discussed. Business in the international environment is interpreted from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility.

BUS 475 - Strategic Cost Management:

3 credit(s) This course introduces the planning and control aspects of internal accounting. A review of cost systems, cost behavior, direct costing, capital budgeting, decentralized operations, relevant costs, budgets, differential cost, and variance analysis are presented. The role of cost analysis in strategic management decision models is analyzed. Prerequisite(s): FIN 401

BUS 499 - Business Strategic Planning

3 credit(s) In this course students will learn a framework for strategic planning as it relates to the analysis, evaluation, development, and implementation of corporate strategy, both domestically and globally. Students will learn both the internal and external factors that must be considered when formulating a strategy for a company. Additional emphasis is focused on the ethical and social responsibility considerations that impact strategic planning. Prerequisite(s): Completion of at least 108 credits

ECO 201 - Macroeconomics

3 credit(s) This course introduces students to macroeconomics, the study of the economy as a whole. Macroeconomics applies the basic principles of economics to whole economic systems and the relationships among sectors of the economy. Topics include GDP, unemployment, inflation, national income and employment theory, government expenditures and taxation, the role of the banking system, and monetary and fiscal policies. Topics on global perspectives on trade and international economics and exchange rate theory are also explored.

ECO 202 - Microeconomics

3 credit(s) This course on microeconomics studies how individuals and firms make consumption and production decisions, and how these decisions determine the allocation of scarce resources in a market. Students will learn the fundamentals of consumer and producer decision making starting with basic concepts such as supply and demand, equilibrium, consumer utility, income and substitution effect, demand, diminishing marginal returns, profit maximization, and supply.

FIN 401 - Financial Management

3 credit(s) This course provides the basic skills an organization utilizes to conduct fundamental financial analysis, including key financial rations, including break-even analysis, net present value calculations, internal rates of return, as

well as the use of basic financial ratios in managerial decision-making. Students are also introduced to sensitivity analysis and how to adjust their analysis based on risk factors in the decision process. Perspectives on global finance are also examined, as are the decision making around social responsibility and ethics in financial decision making. Prerequisite(s): ACC 202 and ECO 201

IFE 299 - International Field Experience

3 credit(s) This course provides students with an experiential global learning opportunity. Students will gain valuable exposure to new cultures, business perspectives, and knowledge that can contribute to their professional and personal growth. Students will have the opportunity to form connections by interacting with local people and gain an understanding and appreciation for different approaches and viewpoints related to business as well as to daily life. Coursework can include research, activities, reflections, assignments, observations, interviews, and discussions. Students participate in an in-country experience. Prerequisite(s): ENG 101 English Composition I, STATS 225 Integrated Statistics, BUS 200 21st Century Business Skill Sets, BUS 201 Principles of Business, BUS 220 21st Century Leadership and Beyond, MGT 250 Cultural Diversity in the Workplace, MGT 280 Principles of Management, MGT 402 Project Management, MKT 230 Principles of Marketing, COM 105 Business and Professional Communication, COM 150 Effective Communication, ECO 201 Macroeconomics, ECO 202 Microeconomics, ACC 201 Principles of Accounting, ACC 202 Principles of Management Accounting

IFE 399 - International Field Experience

4 credit(s) This course provides students with an experiential global learning opportunity. Students will gain valuable exposure to new cultures, business perspectives, and knowledge that can contribute to their professional and personal growth. Students will have the opportunity to form connections by interacting with local people and gain an understanding and appreciation for different approaches and viewpoints related to business as well as to daily life. Coursework can include research, activities, reflections, assignments, observations, interviews, and discussions. Students participate in an in-country experience. Prerequisite(s): BUS 311 Managerial Application and Technology, BUS 312 Business Law and Corporate Ethics and BUS 320 21st Century Leadership and Beyond

MGT 250 - Cultural Diversity in the Workplace

3 credit(s) This course will introduce the student to basic concepts of human and organizational behavior. Topics covered will include relationships, perception, motivation, styles of leadership, the impact of change on organizations and individuals and organizational ethics. Students will learn to manage the increasingly multicultural workforce domestically, and global workforce. Students will learn to: (1) evaluate their strengths and weaknesses with regard to personality, perception, motivation, job satisfaction, and performance; 2) analyze group dynamics, decision making, and aspects of conflict to learn new strategies in interpersonal communications for improving group performance; 3) to apply knowledge of leadership, power, and management in the evaluation of how a company can improve performance. An emphasize on social responsibility, ethics, diversity, and inclusion is included. Prerequisite(s): BUS 220

MGT 280 - Principles of Management

3 credit(s) This course explores the dynamics of management in the modern organization. Examines the history of management, as well as its current functions involving such issues as motivation, diversity, quality, ethics, and the global environment. 3

MGT 334 - Data-Driven Decision Making

3 credit(s) This course examines the dynamic nature of management information systems (MIS) from the perspective of the users to add effectiveness and efficiency to decision making as well as routine operations. Students learn how to use data analytics to ascertain useful information managers need to make sound decisions using diverse

techniques. Students explore decision tools such as basic descriptive data and common assessment practices to inform and improve the management decision process within organizations. Prerequisite(s): BUS 312 Business Law and Corporate Ethics and BUS 320 21st Century Leadership and Beyond

MGT 402 - Project Management

3 credit(s) The course builds from the basic disciplines to apply them in project management settings using project management software and related tools. Case studies and/or simulations in project management applications are also provided; Students will have the opportunity to work on domestic and global simulations. A perspective on including social responsibility in the qualitative considerations of project management are also explored.

MGT 411 - Human Resources Management:

3 credit(s) This course is an introduction to the formulation and implementation of human resource policy concerned with the major aspects of how an organization manages its people. A look at human resource management both domestically and globally is included. The employee life cycle from recruiting to retention to motivation to exit is discussed. The course examines techniques of human resource planning; recruiting, selecting, training, and evaluating personnel; compensation and benefits administration; and union/management relations. The course examines internal culture, diversity and inclusion, and the social responsibility incumbent in these values. Prerequisite(s): ENG 101

MGT 413 - Managing Change

3 credit(s) This course begins with the premise that managing and leading change in the face of uncertainty and risk is a central task of the organizational leadership team, whether considering a large multinational organization or a start-up biotechnology venture. Topics include organizational development approaches to developing the processes and practices. Prerequisite(s): BUS 320 21st Century Leadership and Beyond

MGT 416 - Operations Management

3 credit(s) This course presents students with opportunities to apply traditional management functions that include planning, organizing, controlling, and leading in various situations, both in domestic and global operations. Students are challenged to apply these concepts in ways that foster team cohesiveness and efficiency through effective management of operations and operations management. Students develop a sound understanding of the relationship between each managerial function, successful execution of these functions, and desired results. In addition, ethical considerations as they relate to operations decisions will be explored

MGT 420 - Compensation and Benefits

3 credit(s) The course explores the linkage between employee motivation and compensation and benefit systems across the employee lifecycle. Attention is given to the changing needs of the global workforce. Prerequisite(s): MGT 411

MGT 430 - Training and Development

3 credit(s) This course reviews basic employee appraisal, training, and career development issues with special emphasis on program design, implementation, and evaluation. Prerequisite(s): MGT 411

MGT 431 - Performance Management

3 credit(s) This course provides practical working knowledge of processes of setting expectations, monitoring performance, coaching, and developing employees, and assessing and rewarding good performance in rapidly changing organizations. Prerequisite(s): MGT 411

MGT 450 - Cultural Diversity in the Workplace

3 credit(s) This course will introduce the student to basic concepts of human and organizational behavior. Topics covered will include relationships, perception, motivation, styles of leadership, the impact of change on organizations and individuals and organizational ethics. Students will learn to manage the increasingly multicultural workforce domestically, and global workforce. Students will learn to: (1) evaluate their strengths and weaknesses with regard to personality, perception, motivation, job satisfaction, and performance; 2) analyze group dynamics, decision making, and aspects of conflict to learn new strategies in interpersonal communications for improving group performance; 3) to apply knowledge of leadership, power, and management in the evaluation of how a company can improve performance. An emphasize on social responsibility, ethics, diversity, and inclusion is included. Prerequisite(s): BUS 311 Managerial Application and Technology and MGT 280 Principles of Management

MKT 230 - Principles of Marketing

3 credit(s) The course provides the fundamentals of marketing management in a dynamic organizational environment, including an analysis of such functions as: the marketing mix, the 4Ps, product development, promotion, channels of distribution, segmentation strategy and strategies to achieve competitive advantage. An introduction to the basic tools of market research is also provided. Marketing in a global world and corporate responsibility in marketing are also explored.

MKT 240 - Social Media Marketing

3 credit(s) This course introduces social media marketing. This course shows how to construct social media strategies that achieve desired marketing goals. Students will review techniques for identifying targeted marketing, with emphasis on critical online market segments, so a company can reach its marketing goals using selective social media platforms. Ethical considerations for marketers in social media are discussed and consideration is given to monitoring and evaluating the implementation of social media marketing initiatives.

MKT 431 - Consumer Behavior

3 credit(s) This course examines the relationship of domestic and global consumer behavior and the marketing mix. Topics include differentiation strategies through the understanding of psychological and socio-cultural influences on consumer purchase decisions, strategic consumer behavior models, the role of ethics in consumer behavior research and marketing. Prerequisite(s): MKT 230

VII 499 - Virtual International Internship

4 credit(s) This strength-based virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. Strengths Finder will be a main component of the course.

VII 499a - Virtual International Internship

2 credit(s) This strengths-based virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build

professional networks. Strengths Finder will be a main component of the course. Course can be taken up to three times for credit, with approval. Must be taken in sequence with VII499b. Both VII499a and VII499b must be taken to receive credit. Prerequisite(s): IFE 399 International Field Experience and MGT 450 Cultural Diversity in the Workplace

Community Psychology

CP 301 - Introduction to Community Psychology

3 credit(s) The purpose of this course is to provide the student with an introduction in to the field of community psychology. The history of community psychology, research methodologies, theories and key concepts will be discussed. The ways in which individuals, social systems and communities are interconnected will also be discussed. Prerequisite(s): PSY 101 Introduction to Psychology, PSY 103 Developmental Psychology, PSY 105 Abnormal Psychology and PSY 201 Introduction to Behavioral Neuroscience

CP 310 - Mapping Communities

3 credit(s) This course aims to begin unpacking some of these relationships around the concept of "community" by conducting a community-based mapping project. Maps can be powerful tools to tell stories and know about communities we live in. By creating a framework to understand and represent our communities better, we can collect, analyze, and represent valuable knowledge about the communities around us. By developing a community-based mapping project with these new technologies, students will reveal new insights about communities that were not so visible before mapping. Prerequisite(s): PSY 101 Introduction to Psychology PSY 103 Developmental Psychology PSY 105 Abnormal Psychology PSY 201 Introduction to Behavioral Neuroscience RESM 235 Research Methods for the Social Sciences STATS 225 Integrated Statistics

CP 312 - Critical Gender and Sexuality Studies

3 credit(s)

CP 320 - Psychology of Culture, Power, and Inequality

3 credit(s) It examines the role played by culture in explaining persistent inequality in the distribution of resources and power. The course will examine the unique inequity processes across different social groups, such as race, class, and gender as well as the intersection of these statuses. The course will introduce key social psychological concepts and apply theories to understand how and why inequality persists in the US. In this class we will cover some of the most important concepts (e.g., stigma) for understanding inequality and examine several key axes (e.g., gender) along which inequality is created. Prerequisite(s): PSY 101 Introduction to Psychology PSY 103 Developmental Psychology PSY 105 Abnormal Psychology PSY 201 Introduction to Behavioral Neuroscience RESM 235 Research Methods for the Social Sciences STATS 225 Integrated Statistics CP 301 Introduction to Community Psychology

CP 410 - Community Mental Health

3 credit(s) The purpose of this course is to provide the student with an introduction to the field of community mental health. This course will provide an overview of emerging issues in community mental health counseling and will learn ways in which to address systemic issues within a person's community and surroundings that affect their mental health. Prerequisite(s): CP 301 Introduction to Community Psychology, CP 310 Mapping Communities, CP 320 Psychology of Culture, Power, and Inequality

CP 430 - Principles of Field/Action Research

3 credit(s) This course will focus on developing an understanding and knowledge of interdisciplinary methods and approaches to community action research. Additionally, the course will provide an overview of approaches to research with a focus of Community-based Participatory Research Design. The content of the course will center on issues related to this topic including an expectation that the student will develop an awareness and understanding of self as a researcher and their personal biases. It is expected that the student will develop an ability to identify and access legitimate sources of psychological research. Important features of the course will be learning about community research practice within multicultural settings, knowledge about the inclusion of diverse perspectives in research practice, develop the ability to address issues of social justice in community research and knowledge about ethical research practices. Prerequisite(s): CP 301 Introduction to Community Psychology, CP 310 Mapping Communities, CP 320 Psychology of Culture, Power, and Inequality, STATS 225 Integrated Statistics and RESM 235 Research Methods for the Social Sciences

CP 470 - Fieldwork in Community Psychology

3 credit(s) The course is the first of two fieldwork courses for the BA Community Psychology degree. This course is designed to provide an opportunity to integrate classroom knowledge with real world experiences. This course focuses on applications of basic psychological knowledge and methods to community problems. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology. Prerequisite(s): PSY 101 Introduction to Psychology PSY 103 Developmental Psychology PSY 105 Abnormal Psychology PSY 201 Introduction to Behavioral Neuroscience RESM 235 Research Methods for the Social Sciences STATS 225 Integrated Statistics CP 301 Introduction to Community Psychology CP 310 Mapping Communities CP 320 Psychology of Culture, Power, and Inequality CP 410 Community Mental Health CP 430 Principles of Field/Action Research

CP 480 - Community Psychology Capstone and Fieldwork

3 credit(s) This course is designed to be a "culminating" experience in the undergraduate Community Psychology degree. Students will create a final assessment portfolio which will include artifacts documenting academic/professional growth and personal reflections. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future. This is also the second (of two) Fieldwork courses. Students will continue at their previous fieldwork site and will incorporate their Signature Assignment from Fieldwork 1 course into their final Capstone project. Prerequisite(s): PSY 101 Introduction to Psychology PSY 103 Developmental Psychology PSY 105 Abnormal Psychology PSY 201 Introduction to Behavioral Neuroscience RESM 235 Research Methods for the Social Sciences STATS 225 Integrated Statistics CP 301 Introduction to Community Psychology CP 310 Mapping Communities CP 320 Psychology of Culture, Power, and Inequality CP 410 Community Mental Health CP 430 Principles of Field/Action Research CP 470 Fieldwork in Community Psychology

GEN 400 - The Global Community: International Study Abroad

3 credit(s)

Early Childhood Education

ECE 205 - Cognitive Development: How Children Learn

3 credit(s) This course explores the cognitive development of young children with consideration of biological and environmental influences. It provides an overview of the fundamental theories and principles of cognitive development and the learning process of children. The course covers topics such as: theories of cognitive development, motivation, memory, learning and brain development.

ECE 211 - From Theory to Practice

3 credit(s) 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 232 - Introduction to Special Education: Early Childhood Education

3 credit(s) This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Students participate in field experiences throughout the semester. This is a 3-unit course totaling 45 total hours: 30 hours of instructional time (online or on-ground) and 15 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc.

ECE 251 - The Creative Arts in Early Childhood Education

3 credit(s) 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 261 - Child, Family, and Community Partnerships in Early Childhood Education

3 credit(s) 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 265 - Technology in Early Childhood Education

3 credit(s) 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 270 - Infants and Toddlers

3 credit(s) 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.

ECE 280 - Healthy Living in Early Childhood

3 credit(s) This course introduces students to an overview of health, safety and nutritional needs of young children and early childhood practices that ensure the health and well-being and safety of each child in a group setting, reinforcing wellness at home and at school. Topics include: the foundations of optimal nutrition for toddlers, preschoolers, and school-age children, foodborne illness, food safety, promoting healthful practices, evaluating children's health and development.

ECE 290 - Diversity, Equity & Social Justice in ECE

3 credit(s) 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.

ECE 301 - Foundations of ECE and Current Issues in the Education of Young Children

3 credit(s) This course explores the foundations of early childhood education from birth through age eight. Students will examine theories, history, curriculum, program applications, current issues and trends, and best practices.

ECE 305 - Cognitive Development: How Children Learn

3 credit(s) This course explores the cognitive development of young children with consideration of biological and environmental influences. It provides an overview of the fundamental theories and principles of cognitive development and the learning process of children. The course covers topics such as: theories of cognitive development, motivation, memory, learning and brain development.

ECE 306 - Play in Childhood

3 credit(s) 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.

ECE 311 - From Theory to Practice

3 credit(s) 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 credit(s) 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 332 - Introduction to Special Education: Early Childhood Education

3 credit(s) This course will provide students with a working knowledge of the history and legal precedence for providing early intervention (EI) and early childhood special education (ECSE) services, characteristics of young children with special needs and their families, and effective instructional techniques for working with this population. Students participate in field experiences throughout the semester. This is a 3-unit course totaling 45 total hours: 30 hours of instructional time (online or on-ground) and 15 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc.

ECE 341 - Social, and Emotional Foundations in Early Childhood Education

3 credit(s) 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 351 - The Creative Arts in Early Childhood Education

3 credit(s) 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 352 - The Inclusive Early Childhood Education Classroom

3 credit(s) This course promotes the critical thinker, with the technical skills of a creative planner and effective practitioner. Focus on children with autism and intervention strategies most successful in the earliest years. This course helps preschool teachers and directors identify young children who may be on the autism spectrum and work with parents to achieve optimal outcomes through referral, intervention, and effective techniques for working with children in an early childhood setting. Students will conduct observations, assessment, and individualized planning/ implementing learning experiences, IEPs/IFSPs, and transition plans for children with special needs with emphasis on observation/reflection to curriculum planning. This course applies toward Title 22 Regulations and Title 5 Child Development Permits.
Students participate in field experiences throughout the semester. This is a 3-unit course totaling 45 total hours: 30 hours of instructional time (online or on-ground) and 15 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc.
Prerequisites: ECE332: Introduction of Special Needs with a grade of "B" or better; or by permission of the instructor.

ECE 361 - Child, Family, and Community Partnerships in Early Childhood Education

3 credit(s) 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 credit(s) 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 credit(s) 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.

ECE 380 - Healthy Living in Early Childhood

3 credit(s) This course introduces students to an overview of health, safety and nutritional needs of young children and early childhood practices that ensure the health and well-being and safety of each child in a group setting, reinforcing wellness at home and at school. Topics include: the foundations of optimal nutrition for toddlers, preschoolers, and school-age children, foodborne illness, food safety, promoting healthful practices, evaluating children's health and development.

ECE 390 - Diversity, Equity & Social Justice in ECE

3 credit(s) 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.

ECE 391 - Supervised Practicum in Early Childhood Education

3 credit(s) In this course, students complete at least 120 hours (approximately 17 hours per week) 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.

ECE 400 - Action Research in ECE I

1 credit(s) 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 spend 25 hours observing classrooms in a variety of education settings across the early childhood age span (birth - 8 years). 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. Students will largely focus their attention on the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; the schedules for days and weeks; and paraprofessional and parent participation. Students will also begin to recognize and identify the behavior of young children in terms of the developmental and cultural theories, models, and concepts presented throughout the program. By observing children in early childhood education settings, students have an opportunity to practice applying their knowledge and to refine their observation and documentation skills prior to placement in an actual ECE classroom setting. This course is the first of a three-part fieldwork series, which must be completed in sequence. The whole series meets the fieldwork requirement for the bachelor's degree in Early Childhood Education.

ECE 401 - Action Research in ECE II

1 credit(s) In these courses, students will be engaged in a process of inquiry or research in an early childcare setting. Students will engage in a focused study of the environment in an effort to improve the quality of the curriculum or the environment. They will observe, and then collect data, analyze the data in an effort to improve their own practice.

ECE 402 - Action Research in ECE III

1 credit(s) In these courses, students will be engaged in a process of inquiry or research in an early childcare setting. Students will engage in a focused study of the environment in an effort to improve the quality of the curriculum or the environment. They will observe, and then collect data, analyze the data in an effort to improve their own practice.

ECE 406 - Emergent Curriculum: Reflecting Learner Lives

3 credit(s) 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, implications for learners of all ages will be analyzed, with a focus on the early childhood and school age classroom.

ECE 410 - Portfolio Seminar

3 credit(s) Through this course, students will work collaboratively in reflecting/editing their individual professional portfolios based on the learning experiences accumulated through the program. The professional portfolio should reflect the student's individual professional philosophy as a leader in the field.

ECE 415 - Family Violence and Child Abuse

3 credit(s)
Students will examine methods used in the identification of physical, emotional, and sexual abuse and neglect in young children. The course will incorporate an emphasis on identification of child abuse and developing skills for working with children and families. It includes:

- What are child maltreatment, neglect, and abuse?
- What are the risk factors contributing to child abuse?
- How to recognize physical and behavioral indicators of child abuse and maltreatment?
- Understanding the law: Mandated Child Abuse reporting.
- Protective custody

ECE 416 - Separation, Deployment Trauma, and Early Development

3 credit(s)
This course will examine the different ways trauma can affect young children. Students will also understand the impact of deployment on children and will learn to understand the effects of the separation of the child from the parent and of the parent's absence in the child's life for a short or long term. Topics will include:

- What is Early Childhood Trauma?
- What causes stress for children?
- Childhood Symptoms and Behaviors Associated with Exposure to Trauma
- Enhancing Resilience in Young Children
- Identifying and Providing Services to Young Children Who Have Been Exposed to Trauma
- Effects of separation on children
- Overview of the cycle and stages of deployment
- Understanding reactions to deployment
- Talking to children about deployment
- Coping with high-threat deployment
- Warning signs in young children

ECE 417 - Death, Divorce, and Difficult Times

3 credit(s)
This course will explore impact of death and divorce in the life of a young child. It will include an understanding of the grieving process, and early childhood attachment. Theories of attachment as well as the continuum of possible attachment related behaviors are explained. Methods to facilitate healthy attachment are discussed. It includes:

- What is Early Childhood pain and loss?
- What is grief?
- What are the emotional, cognitive, behavioral, and physical reactions that children can have?
- Why does divorce lower children's well-being?
- How does inter-parental conflict affect children?
- What interventions might benefit children of divorce?
- What directions should future research in this topic take?

ECE 418 - Trauma, Culture, and Immigration

3 credit(s)
Most immigrant families function well in many domains and never come in contact with the child welfare system or child protection systems. But when they do, depending on their country of origin, generational and legal status, reason for emigration, and immigration and resettlement experiences, it becomes especially challenging to untangle the range of factors that contribute to their capacity to protect and nurture their children. Topics will include:

- Acculturation
- Strengths and challenges faced by immigrant children
- Cultural identity
- Immigration and refugee families
- The impact of the law on young children
- Transgenerational immigration experiences
- Events during migration (e.g., parental separation, hunger)
- Transgenerational acculturation differences
- Discrimination experiences
- Integrating Cultural Values

ECE 419 - Parent Incarceration and Its Impact

3 credit(s)
This course will prepare graduate level students to understand and implement developmentally appropriate teaching techniques to help children whose parent(s) may be incarcerated. To understand the impact of the incarceration process on children, students will learn to understand separately the effects of the arrest and incarceration of a parent on a child. The student will explore the effects of the separation of the child from the parent and of the parent's absence in the child's life for a short or long term. Topics will include:

- The effects of incarceration on infants and young children
- Does gender play a role in a parent's incarceration?
- What are the effects of incarceration on young boys and on young girls?
- Do living arrangements play a role in such conditions??
- The impact of custodial care during parental incarceration
- How can we teach children about personal safety?
- Child visitation

ECE 430 - Play, Language, and Literacy

3 credit(s) How do young children develop the skills they need to grow up competent in a literate society - language, dramatic play, using tools and materials to represent their experience, and reading? This course is an examination of the development of symbolic behaviors and the role of adults in supporting children's play, language, and literacy. Students will examine developmentally appropriate curriculum and assessment design for diverse literacy learners.

ECE 432 - Children's Literature

3 credit(s) 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. 45 Course Hours Total: 30 hours of seat time and 15 hours of online instruction through Canvas.

ECE 435 - STEAM Integration of Science and Technology

3 credit(s) This course will focus on instruction and integration of emergent and developing STEAM principles. Students will research, plan, implement and evaluate developmentally appropriate practices integrating strategies and skills to develop integrated Science and Technology experiences for children. The course will explore activities on magnetism, cause and effect, shadows/light, motion, patterns, measuring speed and distance, color, light, and nature.

ECE 436 - STEAM Thinking, Reasoning and Discovering Mathematics

3 credit(s) This course will focus on designing, implementing, and evaluating appropriate activities and environments for children with a focus on Mathematics, thinking and reasoning blocks, math, woodworking, and engineering with art concepts integrated with emphasis on current research in early childhood education. Participants will broaden their own creativity and imagination through exploring learning activities that can be applied to actual early childhood settings. Students will design age-appropriate classroom and outdoor learning environments that meet state regulations.

ECE 437 - STEAM Integration of Engineering and Simple Robotics

3 credit(s) This course is an exploration of recent learning of science, technology, and simple robotics. Students will examine developmentally appropriate practices with robotics and the construction of simple robotics with robotic manipulatives, Legos, TECHNIC I, Unit blocks, Lincoln Logs, and simple pulleys to provide learning in an engaging and interdisciplinary exploration and personal connections as a powerful learning tool for young children. Candidates will engage in in-depth design instruction in Early Childhood settings in biology, ecology, nature study and environmental science with a focus on Developmentally Appropriate learning environments centered on the use of robotics as manipulatives.

ECE 438 - STEAM Integration of Teaching and Learning STEAM

3 credit(s) Candidates will complete 4 hours of field-based experience at an approved setting. Candidates will identify developmentally appropriate Science, math, Engineering and Art for pre-K-3 curriculum. Candidates will develop lesson plans using state standards and Common Core Standards with developmentally appropriate practices, effective assessment, record keeping strategies to inform families on children's progress.

ECE 500 - Advanced Seminar in Early Childhood Education

3 credit(s) 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 credit(s) 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 Considerations in Leadership in Early Childhood Education

3 credit(s) 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 oneself 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 credit(s) 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 credit(s) 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 credit(s) 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.

ECE 643 - Special Topics in Leadership in Early Childhood Education

2 credit(s)
Special Topics courses are two-credit 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 relaying 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.

Sample Special Topics:

- The impact of immigration policies on families
- Incarceration
- Substance abuse
- Family and community violence
- Effect of media on young children
- ESL and family integration
- Impact of deployment on families and children
- LGBT families in EC Settings
- Gender expansive children
- Foster care and adoption

ECE 644 - Special Topics in Leadership in Early Childhood Education

2 credit(s)
Special Topics courses are two-credit 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 relaying 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.

Sample Special Topics:

- The impact of immigration policies on families
- Incarceration
- Substance abuse
- Family and community violence
- Effect of media on young children
- ESL and family integration
- Impact of deployment on families and children
- LGBT families in EC Settings
- Gender expansive children
- Foster care and adoption

ECE 645 - Special Topics in Leadership in Early Childhood Education

2 credit(s)
Special Topics courses are two-credit 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 relaying 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.

Sample Special Topics:

- The impact of immigration policies on families
- Incarceration
- Substance abuse
- Family and community violence
- Effect of media on young children
- ESL and family integration
- Impact of deployment on families and children
- LGBT families in EC Settings
- Gender expansive children
- Foster care and adoption

ECE 650 - Management of Childcare Programs

3 credit(s) This course focuses on issues related to business and fiscal management and theories, models, and methods of human resource management in early childhood educational settings. 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. This course introduces students to. The course also 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 651 - Family Violence and Child Abuse

3 credit(s) In this course, students will learn to identify the signs and symptoms of trauma and child abuse. They will examine methods used in the identification of physical, emotional, and sexual abuse and neglect in young children. The course will place emphasis on identification of child abuse. Students will develop skills for working with children and families. The course includes topics such as child maltreatment, neglect, and child abuse. Students will learn about both federal and state laws regarding children's rights and child abuse. They will examine the risk factors contributing to child abuse and understand their mandated reporting duties.

ECE 652 - Separation, Deployment Trauma and Early Development

3 credit(s) This course will examine the different ways trauma can affect young children. Students will also understand the impact of deployment on children and will learn to understand the effects of the separation of the child from the parent both in the short and long term. Topics in this course will include causes of stress for children and childhood trauma. Students will learn ways of enhancing resilience in young children. In this course, students will learn to find referral services for young children who have been exposed to trauma. They will learn about the cycle and stages of deployment, the difficulties faced by the deployed parent and the child, ways to speak to children about deployment and ways to recognize warning signs of trauma in young children.

ECE 653 - Death, Divorce, and Difficult Times

3 credit(s) This course will explore impact of death and divorce in the life of a young child. It will include an understanding of the grieving process. Students will learn about early childhood attachment theories of John Bowlby, Mary Ainsworth, and Harry Harlow. Students will examine the emotional, cognitive, behavioral, and physical reactions that children can have. They will look at the ways that inter-parental conflict can affect young children. They will also look at current research into this topic. Students will also examine the interventions that are available that benefit children of divorce or separation.

ECE 654 - Trauma, Culture, and Immigration

3 credit(s) This course will explore trauma experienced by immigrant children and families. Topics will include: the acculturation process, cultural identity and the strengths and challenges faced by immigrant families. Students will learn about both federal and state laws regarding immigration and learn about the problems immigrant families face. Students will also closely examine and understand the role of bias and racial discrimination in immigration experiences and its effect on families and young children.

ECE 655 - Parent Incarceration and Its Impact

3 credit(s) This course will prepare students to understand and implement developmentally appropriate teaching techniques to help children whose parent(s) may be incarcerated. Students will learn about the effects of the arrest and incarceration of a parent on a child. The student will understand the effects of the separation of the child from the parent both in the short and long term. Topics in this course will include the effects of incarceration on infants and young children (0-5). Students will examine the impact that custodial care has on young children. They will also examine the role that gender plays in a parent's incarceration and understand the different impact that it has on young girls and boys.

ECE 656 - Trauma and Early Development

3 credit(s) This course will examine the different ways trauma can impact young children. It includes an understanding of the different facets of early childhood trauma and childhood symptoms related to trauma. Students will examine what causes stress in young children and will learn to identify red flags in related behaviors in young children. Students will learn to identify services for young children who have been exposed to trauma. They will learn to understand the role that resilience has in the life of a child with exposure to trauma and understand ways of enhancing resiliency in them. They will study the latest research on this topic.

ECE 660 - Action Research Project

3 credit(s) Students completing the Action Research Project will research and study to improve their own classroom practice. They will design and write their independent action research project proposals and implement the proposal in the duration of the class.

ECE 700 - Introduction to Doctoral Coursework

3 credit(s) This course is designed to familiarize doctoral students with the expectations and commitments required in the doctoral program. Students in this course will explore time management techniques as well as be provided with foundational knowledge of APA formatting and doctoral level writing. An understanding of the IRB process and analysis of research will be developed.

ECE 701 - Doctoral Research I: Research Theory, Design & Methods

3 credit(s) This course provides students with an overview of the knowledge and skills required to conduct research at the graduate level. Students will explore the philosophy of science, the role of theory, and the nature of applied research. Quantitative, qualitative, and mixed-methods research designs and data collection methods in educational research will be presented. Students will also consider the ethical and social justice implications of conducting research.

ECE 702 - Social Justice in Early Childhood Education

3 credit(s) This course will prepare students to implement culturally responsive pedagogy as an early childhood practitioner/leader in the field. An understanding of social justice in early childhood programs will be cultivated. The importance of advancing social justice through advocacy will be explored.

ECE 703 - Foundations of Early Childhood: Teaching & Leading ECE Programs

3 credit(s) The foundations of early childhood will be examined in this course. History of early childhood programs throughout the United States will be studied with an emphasis on current research and trends in teaching and leading early childhood programs.

ECE 704 - Exploring Issues in Diversity

3 credit(s) Emphasis in this course is on identifying and understanding issues in diversity for young children, practitioners in early childhood programs, and leaders in the field. Course participants will address the difference between equitable and equal as well as develop an understanding of the relationship between culture and diversity.

ECE 705 - Doctoral Research II: Models of Applied Research

3 credit(s) In this course, doctoral students will explore models of applied research. Topics in applied research design, including necessary steps for the creation of a research design will be examined. Coursework will focus on hands-on

experiences beneficial to the student's doctoral research project. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods

ECE 706 - Inclusivity in Early Childhood Programs

3 credit(s) Students in this course will examine historical and current trends of inclusivity in early childhood programs. Barriers to developing inclusive programs will be explored. The course will aid students in gaining familiarity in how to prepare an inclusive and equitable program.

ECE 707 - Anti-Bias Education in Early Childhood

3 credit(s) In this course students will learn about Anti-Bias Education in early childhood. The four goals of Anti-Bias Education will be introduced, and students will investigate the planning process for Anti-Bias Education activities from both the practitioner and leader's lens.

ECE 800 - Best Practices for Effective Leadership: The Early Childhood Lens

3 credit(s) In this course, doctoral students will be provided with foundational knowledge of effective leadership in the field of Early Childhood Education. Students will explore best practices, including the skills and abilities necessary to effectively lead teams. Competencies of effective leaders will be examined.

ECE 801 - Doctoral Research III: The Literature Review

3 credit(s) Students will continue the process of developing a doctoral project research proposal. Through regular meetings with their chairperson and the timely completion of class assignments, students will complete the literature review section of their doctoral project. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods and ECE 705 Doctoral Research II: Models of Applied Research

ECE 801E - Extension of the Literature Review

0 credit(s) This zero-unit course is designed for doctoral students who need an extension of time to complete the Literature Review portion of their Doctoral Research Project. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research and ECE 801 Doctoral Research III: The Literature Review

ECE 802 - Organizational Leadership: Leading Early Childhood Programs

3 credit(s) This course is designed to familiarize doctoral students with organizational theory, structure, and culture, focusing on the early childhood leader's perspective. Students will examine the key elements of both well run and dysfunctional early childhood programs.

ECE 803 - Essential Communication Skills for Early Childhood Leaders

3 credit(s) Designed to engage doctoral students in understanding essential communication skills, this course focuses on the early childhood leader. Students will examine effective communication models. Hands-on, interactive course activities will strengthen leadership communication skills.

ECE 804 - Doctoral Research IV: The Proposal

3 credit(s) Through regular meetings with their chair, students will complete the proposal for the doctoral research project. Students will submit drafts of the proposal to the doctoral project committee. Students will also develop an oral presentation of the proposal and schedule a proposal meeting with the chair and committee. After passing the oral presentation, students will submit their application to the Institutional Review Board (IRB). Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research and ECE 801 Doctoral Research III: The Literature Review

ECE 804E - Extension of the Proposal

0 credit(s) This zero-unit course is designed for doctoral students who need an extension of time to complete the proposal, including the oral presentation, proposal meeting and IRB application for their Doctoral Research Project. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research, ECE 801 Doctoral Research III: The Literature Review and ECE 804 Doctoral Research IV: The Proposal

ECE 805 - The Inclusive Early Childhood Leader

3 credit(s) This course will examine inclusion challenges faced by leaders in early childhood programs as well as in organizations at large. Students will explore inclusive leadership practices, enabling them to develop inclusive cultures in current/future leadership positions.

ECE 806 - Facilitating & Leading through Diversity, Inclusion & Respect

3 credit(s) The focus of this course is to understand the importance of leading through diversity, inclusion, and respect. Students in the course will explore various elements of respectful leadership. Attention will be paid to facilitating and leading diverse teams utilizing inclusive, respectful strategies.

ECE 807 - Leading through Change: An Early Childhood Perspective

3 credit(s) Doctoral Students will examine strategies for leading change in early childhood programs. Challenges associated with organizational change will be explored. Best practices for leading through change will be cultivated.

ECE 900A - Doctoral Research Project I: Data Collection

1 credit(s) Through regular meetings with their chair, and after receiving approval from IRB, students will prepare to collect data. This includes recruitment of participants, informed consent (if applicable), and data collection as stated in the doctoral project proposal. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research, ECE 801 Doctoral Research III: The Literature Review and ECE 804 Doctoral Research IV: The Proposal

ECE 900B - Doctoral Research Project II: Data Analysis

1 credit(s) Through regular meetings with their chair, students will analyze data collected. Findings will be integrated for inclusion in the final doctoral project manuscript. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research, ECE 801 Doctoral Research III: The Literature Review, ECE 804 Doctoral Research IV: The Proposal and ECE 900A Doctoral Research Project I: Data Collection

ECE 900C - Doctoral Research Project III: Final Writeup and Defense

1 credit(s) Through regular meetings with their committee chair, students will complete the final chapter of the doctoral project. Students will fully integrate all chapters, as well as front matter and end matter. Students will submit the final manuscript to their committee members for approval and schedule an oral defense meeting. After successful completion of the defense, students will submit relevant forms for processing. The final project will be submitted for copy-editing and publication to ProQuest. Prerequisite(s): ECE 701 Doctoral Research I: Research Theory, Design & Methods, ECE 705 Doctoral Research II: Models of Applied Research, ECE 801 Doctoral Research III: The Literature Review, ECE 804 Doctoral Research IV: The Proposal, ECE 900A Doctoral Research Project I: Data Collection and ECE 900B Doctoral Research Project II: Data Analysis

ECE 900E - Extension of Doctoral Research Project

0 credit(s) This zero-unit course is designed for doctoral students who need an extension of time to complete the data collection, data analysis and final writeup and defense of their Doctoral Research Project.

ECE 901 - Social Justice Initiatives: Historical Perspectives to Present Day

3 credit(s) In this course, students will examine historical perspectives of social justice initiatives and past/present responses to inequality and injustice. Students will study theories of social justice and analyze injustices that spurred these initiatives.

ECE 902 - Philosophy and Ethics in Early Childhood

3 credit(s) This course focuses on providing students with foundational knowledge regarding philosophy and ethics in relation to programs for young children (birth to age eight). Students will examine theory and philosophy of early childhood. An understanding of ethical and moral leadership in early childhood programs will be developed.

ECE 903 - Leadership in Early Childhood Education Utilizing a Social Justice Approach

3 credit(s) In this course, students will examine leadership in early childhood in relation to young children (birth through eight), their families, and the community at large. A social justice approach centering on the disenfranchised, disproportionate, and underserved population will be explored.

Education

ED 305 - Social, Political, and Economic Foundations of Education

3 credit(s) This course is designed to provide the teacher candidate with the theory, philosophy, and examples of the social, political, and economic foundations of education. Emphasis in this course will be on historical, legal, and ethical, philosophical, and political issues that occur in both general education and special education settings. In addition, this course provides both an overview of the teacher certification process in California and focuses on broad educational issues of structures, policies, equity, and what it means to be a teacher in a public school. Specifically, candidates will investigate the following general and special education topics: federal, state, and local structures; governance and demographics; education finance; standardized testing; teacher associations; California laws; school reform trends; and professional development.

ED 312 - The Art of Teaching Science

3 credit(s) The "Art of Teaching Science" course provides an introduction to teaching science to young students at varying developmental levels. Course topics include teaching strategies and methodology, lesson design, instructional

planning, and the selection of science materials and resources. A focus of this course will be on equipping the teacher with the skills necessary to foster curiosity, analytic thinking, and scientific inquiry in early elementary students.

ED 330 - Language and Literacy in A Diverse Classroom

3 credit(s) This course focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to K to 12th grade students in a diverse classroom that consists of a full range of learners. Emphasis is on incorporating state Frameworks and Standards into both general and special education programs that also draw on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, candidates will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English Language Learners and students with special needs will be addressed through learning how to organize and manage differentiated reading instruction. 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. Candidates will become skillful at implementing curriculum, instruction, assessment, and management strategies that relate to integrating reading and language arts across the content areas.

ED 331 - English Learner Methodologies in a Diverse Classroom

3 credit(s) This course focuses on the unique needs of English language learners and children with special needs. Candidates explore language, literacy, and content acquisitions for English learners through readings, discussions, activities, reflection, and classroom observations. Instruction focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and ELD standards into a program that also draws on children's real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, integrating language development into lesson planning, language learning, assessment, differentiation of instruction, analysis of classroom discourse, and how first language literacy connects to second language development. TPA 1 is introduced here in ED 531. Prerequisite(s): ED 330

ED 348 - Cognitive Development and Mathematics

3 credit(s) This course focuses on the theoretical and practical aspects of teaching mathematics to 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. Candidates learn how to actively apply cognitive theoretical content to the development of mathematics skills such as number and number relations, fractions, algebra, statistics, and probability. The unique needs of English learners and children with special needs are addressed throughout the course. This course uses the CTC standards for the teaching and learning of mathematics (Math A to F) as a framework for creating developmentally appropriate mathematics curriculum.

ED 355 - Utilizing and Infusing Technology into Teaching

3 credit(s) This course provides candidates with the knowledge necessary to select, evaluate, and integrate a variety of technologies into their instructional and assessment strategies. The focus of the instruction will be on building competencies in, and the legal and ethical safe use of technology to support student learning and communication strategies geared to the use of technology, including assistive technology for students with disabilities, that cover the following areas: parent and student communication, record keeping, lesson and unit plans, online searches and

research, presentations, and creating assessments and evaluations. While this course will prepare candidates to use the technologies related to these strategies, it is expected that candidates will use these skills to also create the required portfolio for this program.

ED 362 - Teaching Thematically: Social Science and Visual/Performing Arts

3 credit(s) In this course, candidates will learn teaching methods used to design thematic lessons in Social Science and Visual and Performing Arts for young children. Candidates will learn how to integrate principles and practices for teaching history/social science and visual/performing arts and how to use a variety of resources to create a culturally inclusive and dynamic learning environment. Lessons developed in this course will reflect the California State Framework for History- Social Science and the Framework for Visual and Performing Arts and the History/Social Science Content Standards for California, demonstrate respect and appreciation for cultural and linguistic diversity, incorporate current technologies, and include multiple historical perspectives and geographic content.

ED 372 - Healthy Children and Classroom Communities

3 credit(s) This course examines how a classroom community promotes the social and academic growth of pupils. Through study, collaborative learning, and reflection, candidates will explore how to create a safe, caring, and respectful environment that enhances students' rights and responsibilities. Also, through cooperation, collaboration, choice, self-assessment activities; home-school communication will be discussed and its impact on the classroom community. Students will use the state content standards for teaching Physical Education and Health to develop lesson plans. Students will also examine issues and responsibilities involving class rules and procedures, safety, and bullying, as well as legal and practical issues pertaining to child abuse. The completion of this course satisfies the CA state requirement in health education for the multiple subject and educational specialist credential applicants. Infant, Child and Adult CPR Certification will also be completed at this time.

ED 378 - Teacher as Leader

2 credit(s)
ED 378 will examine the role of the teacher as leader in the classroom and the school. Since this course will be generally scheduled during the first session of direct teaching, candidates will receive guidance to prepare their portfolio to demonstrate their commitment to students and their learning in order to show evidence that they know the subjects they teach and how to teach those subjects to students. Candidates will also demonstrate that they are members of learning communities that can successfully teach children across the range of different settings in the K12 classroom. addition, ED 378 is a 2-unit course totaling 30 total hours: if taught on ground, this breaks down to 21 hours of face-to-face instructional time and 9 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there will be an expectation of 2 hours of out of class requirements allocated for readings, journals, assignments, etc.

This course must be taken concurrent with ED 393 OR SPED 391.

ED 379 - Assessment and Management

2 credit(s) This course focuses on the role of assessment in the classroom. The course will focus on the role of assessments in planning instruction and cover specific areas of assessment relating to formative, summative, informal, and formal student assessment tools. The course will also review effective practices that analyze student evidence to inform instruction. Additionally, this prepares candidates for TPA Cycle 1 & 2. This is a 3-unit course totaling 45 total hours: 30 hours of instructional time (online or on-ground) and 15 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Prerequisite(s): ED 378 This course must be taken concurrent with ED 394 OR SPED 392.

ED 393 - Directed Teaching Placement Seminar I

3 credit(s) Teacher Candidates work in grades Kindergarten, Primary (1-3), or Upper (4-6) at a public [or nonpublic, when approved] elementary school in a placement for the span of 16 weeks on a full-time basis. This placement is only to be secured by the Fieldwork Coordinator upon completion of the Student Teaching Orientation. As indicated in the Student Teaching Handbook, the candidate will gradually advance to a four-week complete take-over in which he/she oversees curricular planning, implementation, assessment, and classroom management.
This seminar course supports the directed teaching experience through additional classroom inquiry and reflection on appropriate instructional strategies for learners with disabilities, the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations.

It is through this course that each candidate completes the CalTPA Cycle I "Learning About Students and Planning Instruction" as a performance-based measure of the knowledge and skills taught in this course. This is a 3-unit course totaling 45 total hours: if taught on ground, this breaks down to 30 hours of face-to-face instructional time and 15 hours of online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Interns working on their Multiple Subjects Teaching Credential will be placed in this course to receive support with the CalTPA.

ED 394 - Directed Teaching Placement Seminar II

3 credit(s) In the second half of the directed teaching seminar, Credential Candidates learn how to set student expectations based on their knowledge of typical and atypical development. Candidates also develop and implement behavior support plans and design accommodations that promote successful education and social experiences. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. Finally, they illustrate the ability to coordinate, direct, and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities using methods that promote positive behavior and social skills for building constructive relationships between all students.
It is through this course that each candidate completes the CalTPA Cycle II "Assessment-Driven Instruction" as a performance-based measure of the knowledge and skills taught in this course. Finally, candidates complete an Individual Development Plan that assists them in transitioning into their Clear Credential Program. Seminar discussion topics will include, but are not limited to, developmental theories, diversity: an anti-bias approach, reflection, soliciting for feedback, collaborating with colleagues, professional development, and professional responsibility, integrity, and ethical conduct.

This is a 3-unit course totaling 45 total hours: if taught on ground, this breaks down to 30 hours of face-to-face instructional time and 15 hours of online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Interns working on their Multiple Subjects Teaching Credential will be placed in this course to receive support with the CalTPA. Prerequisite(s): ED 393

ED 505 - Advanced Social, Political, and Economic Foundations of Education

3 credit(s) This course is designed to provide the teacher candidate with the theory, philosophy, and examples of the social, political, and economic foundations of education. Emphasis in this course will be on historical, legal, and ethical, philosophical and political issues that occur in both general education and special education settings. In addition, this course provides both an overview of the teacher certification process in California and focuses on broad educational issues of structures, policies, equity, and what it means to be a teacher in a public school. Specifically, candidates will investigate the following general and special education topics: federal, state, and local structures;

governance and demographics; education finance; standardized testing; teacher associations; California laws; school reform trends; and professional development.

ED 509 - Learning Theories and the Social, Political, and Economic Factors that have Influenced Education

3 credit(s) This course is designed to provide all teacher candidates with an understanding of various learning theories and the intersection of social, political, and economic factors which have influenced education in the United States. Candidates will explore their own epistemology and the various cultural, economic, political, and social influences that have shaped their view of the teaching and learning process. Emphasis will be placed on the history of ethical and legal decisions which have impacted current educational systems, assessments, and curricular decisions that impact learning environments. Candidates will learn about constructivism as it relates to the distinct Pacific Oaks mission and core values and how to integrate these values into teaching students at various developmental levels. In addition, this course will provide candidates with an overview of the teacher certification process in California, federal and state laws that govern education, and current reform trends.

ED 530 - Advanced Language and Literacy in a Diverse Classroom

3 credit(s) This course focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to K to 12th grade students in a diverse classroom that consists of a full range of learners. Emphasis is on incorporating state Frameworks and Standards into both general and special education programs that also draw on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, candidates will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and students with special needs will be addressed through learning how to organize and manage differentiated reading instruction. 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. Candidates will become skillful at implementing curriculum, instruction, assessment, and management strategies that relate to integrating reading and language arts across the content areas. 45 hours total: 30 hours of seat time and 15 hours of online instruction through Canvas.

ED 531 - Teaching and Learning Methodologies for English Language Development

3 credit(s) This course focuses on the unique needs of English language learners and children with special needs. Candidates explore language, literacy, and content acquisitions for English learners through readings, discussions, activities, reflection, and classroom observations. Instruction focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and ELD standards into a program that also draws on children's real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, integrating language development into lesson planning, language learning, assessment, differentiation of instruction, analysis of classroom discourse and how first language literacy connects to second language development. TPA 1 is introduced here in ED 531. Prerequisite(s): ED 530

ED 549 - Contemporary Methodologies in Teaching Mathematics

3 credit(s) This course focuses on the advanced theoretical and practical aspects of teaching mathematics to 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. This methodology course addresses the planning of content-specific instruction and delivery of content consistent with state adopted (K-8) mathematics standards and the language needs of all learners. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. This course includes instruction in how to model concepts and teach learners to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among (K-8) learners. Modifications for diverse learners and learners with exceptionalities are researched and applied through 15 hours of fieldwork experience. Technology for teaching and learning is integrated in the course. It is through this course that each student completes the CalTPA task "Designing Instruction" as a performance- based measure of the knowledge and skills taught in this course.

ED 552 - The Art of Teaching Science: Inspiring Curiosity, Analytic Thinking, and Scientific Inquiry

3 credit(s) This course provides an introduction to teaching the art of science methodology to students at varying developmental levels in grades K-8. Course topics include teaching strategies, lesson design, instructional planning, and the selection of science materials and resources. A focus of this course will be equipping the teacher with the skills necessary to foster curiosity, analytic thinking, and scientific inquiry among K-8 students in self-contained classroom environments.

Online: 45 hours of online instruction through CANVAS

On Ground: 45 hours: 30 hours of instructional seat time and 15 hours of online instructional time through CANVAS

ED 555 - Advanced Utilizing and Infusing Technology into Teaching

3 credit(s) This course provides candidates with the knowledge necessary to select, evaluate, and integrate a variety of technologies into their instructional and assessment strategies. The focus of the instruction will be on building competencies in, and the legal and ethical safe use of technology to support student learning and communication strategies geared to the use of technology that cover the following areas: parent and student communication, record keeping, lesson and unit plans, online searches and research, presentations, and creating assessments and evaluations. While this course will prepare candidates to use the technologies related to these strategies, it is expected that candidates will use these skills to also create the required portfolio for this program.

ED 556 - Utilizing Technology for Learning in the 21st Century Classroom

3 credit(s) This course focuses on the epistemologies, pedagogies, and learning theories that impact the development of an integrated Science, Social Studies, and Visual and Performing Arts curriculum unit. Topics in these content areas will be approached through hands-on learning, critical thinking, and using the community as a real-world text to design and implement effective learning experiences for diverse classroom environments. Students will also develop an understanding of the relationship between theory and practice by creating a thematic unit that demonstrates their ability to think creatively, plan instruction based on statewide standards, and utilize school and community resources. This course includes intentional practice of classroom management, active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

ED 560 - Integrated Thematic Instruction: Methods of Teaching Social Science and Visual/Perf. Arts

3 credit(s) In this course, candidates will learn teaching methods used to design thematic lessons in Social Science and Visual/Performing Arts. Candidates will learn how to integrate principles and practices for teaching history/social science and visual/performing arts and how to use a variety of resources to create a culturally inclusive and dynamic learning environment. Lessons developed in this course will reflect the California State Framework for History - Social Science and the Framework for Visual and Performing Arts and the History/Social Science Content Standards for California, demonstrate respect and appreciate for cultural and linguistic diversity, incorporate current technologies, and include multiple historical perspectives and geographic content.

ED 573 - Healthy Children and Classroom Communities: Cultivating a Safe and Productive Learning Environment

3 credit(s) In ED 573, candidates will examine how a classroom community will promote the social/emotional, academic, and the physical health of k-8 pupils. Through collaborative learning and reflection, candidates will explore how to create a safe, caring, and respectful environment that enhances students' rights and responsibilities. Candidates will use the state content standards for teaching Physical Education and Health to develop lesson plans. Candidates will also examine issues and responsibilities involving class rules and procedures, safety and bullying, gender diversity, as well as legal and practical issues pertaining to child abuse. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive research, practice, and reflection. Topics will include: a) lesson planning and formative assessment, b) classroom management, c) active and equitable participation for culturally, ethnically, linguistically, and academically diverse learners, d) formative assessment to differentiate instruction for all learners, and e) Modifications for diverse learners and learners with exceptionalities are researched. The completion of this course will satisfy the CA state requirement in health education for the Multiple Subject and Education Specialist Teaching Credential applicants. Infant, Child and Adult CPR Certification will also be completed at this time.

ED 578 - Advanced Teacher as Leader

2 credit(s) ED 578 will examine the role of the teacher as leader in the classroom and the school. Since this course will be generally scheduled during the first session of direct teaching, candidates will receive guidance to prepare their portfolio to demonstrate their commitment to students and their learning in order to show evidence that they know the subjects they teach and how to teach those subjects to students. Candidates will also demonstrate that they are members of learning communities that can successfully teach children across the range of different settings in the K12 classroom. addition, ED 578 is a 2-unit course totaling 30 total hours: if taught on ground, this breaks down to 21 hours of face-to-face instructional time and 9 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there will be an expectation of 2 hours of out of class requirements allocated for readings, journals, assignments, etc. This course must be taken concurrent with ED 593 OR SPED 591.

ED 579 - Advanced Assessment and Management

2 credit(s) This course focuses on the role of assessment and classroom management in the classroom. Candidates will receive guidance to prepare their portfolio to demonstrate their commitment to instruction and systematically being responsible for managing and monitoring student learning. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. Upon completion of the course, candidates will have prepared the portfolio entries for the California Common Standards 1-9. Assignments for this course are a Case Study, Action Research Project, Signature Assignment, Self-Assessments, and discussions discourse in class as well as on Canvas. This is a 2-unit course totaling 30 hours: if taken on ground, the breakdown is 21 hours of face-to- face instructional time and 9 hours online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Prerequisite(s): ED 578 This course must be taken concurrent with ED 594 OR SPED 592.

ED 593 - Directed Teaching Placement I

3 credit(s) Teacher Candidates work in grades Kindergarten, Primary (1-3), or Upper (4-6) at a public [or nonpublic, when approved] elementary school in a placement for the span of 16 weeks on a full-time basis. This placement is only to be secured by the Fieldwork Coordinator upon completion of the Student Teaching Orientation. As indicated in the Student Teaching Handbook, the candidate will gradually advance to a four-week complete take-over in which he/she oversees curricular planning, implementation, assessment, and classroom management.
This seminar course supports the directed teaching experience through additional classroom inquiry and reflection on appropriate instructional strategies for learners with disabilities, the principles of effective classroom management, teaching methods, differentiation of instruction, lesson planning and delivery, and parent communication. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates continue to explore school and community demographics and consider methods for teaching diverse populations.

It is through this course that each candidate completes the CalTPA Cycle I "Learning About Students and Planning Instruction" as a performance-based measure of the knowledge and skills taught in this course. This is a 3-unit course totaling 45 total hours: if taught on ground, this breaks down to 30 hours of face-to-face instructional time and 15 hours of online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Interns working on their Multiple Subjects Teaching Credential will be placed in this course to receive support with the CalTPA.

ED 594 - Directed Teaching Placement II

3 credit(s) In the second half of the directed teaching seminar, Credential Candidates learn how to set student expectations based on their knowledge of typical and atypical development. Candidates also develop and implement behavior support plans and design accommodations that promote successful education and social experiences. Emphasis is placed on the modification of lessons and instructional support of English learners, diverse learners, and learners with exceptionalities. Candidates explore school and community demographics and consider methods for teaching diverse populations. Finally, they illustrate the ability to coordinate, direct, and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities using methods that promote positive behavior and social skills for building constructive relationships between all students.
It is through this course that each candidate completes the CalTPA Cycle II "Assessment-Driven Instruction" as a performance-based measure of the knowledge and skills taught in this course. Finally, candidates complete an Individual Development Plan that assists them in transitioning into their Clear Credential Program. Seminar discussion topics will include, but are not limited to, developmental theories, diversity: an anti-bias approach, reflection, soliciting for feedback, collaborating with colleagues, professional development, and professional responsibility, integrity, and ethical conduct.

This is a 3-unit course totaling 45 total hours: if taught on ground, this breaks down to 30 hours of face-to-face instructional time and 15 hours of online instruction through Canvas. Please note that for every 1 hour of instructional time there is an expected 2 hours of out of class requirements allocated for readings, journals, assignments, etc. Interns working on their Multiple Subjects Teaching Credential will be placed in this course to receive support with the CalTPA. Prerequisite(s): ED 593

ED 693 - Research in the Art of Teaching

3 credit(s) This is an introductory course in the fundamental concepts, principles, and methods of educational research. It is a survey course that serves as a foundation for practitioners who have little or no experience in educational research. The four general goals of the course are to enable students to: become literate in the basic concepts, principles, and techniques of educational research; acquire basic skills in the analysis and interpretation of research data; appreciate the underlying cognitive processes involved in conducting educational research as a form of thinking and problem-solving; acquire the skills associated with the critical reading and evaluation of the educational research literature and engage in collaborative action research.

ED 694 - Action Research in Accomplished Teaching

3 credit(s) This course guides candidates through a four-step process will help them to plan a small action research project to explore questions about integrating culture into the study of foreign languages, implement action plans for designing cultural explorations, and collect information to assess their instructional innovations. As a result of these tasks, candidates interrogate their commitment to students and their learning, their knowledge of the subjects they teach and how to teach those subjects to students, their ability to manage and monitor student learning, how to think systematically about their practice and learn from experience, and working as members of learning communities.

ED 700 - Intern Seminar I

3 credit(s)
The Intern Seminar course provides Education Specialist and Multiple Subject candidates with the opportunity to instruct students in a self-contained classroom. The Intern may serve in team teaching settings using core academic curriculum at grade levels and in the service delivery model of the legal assignment. Through the experience, candidates come to understand how to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of the assignment based on student needs. Candidates are expected to use progress monitoring based on each student's needs, giving key points during instruction to determine whether students are progressing adequately toward achieving the state academic content standards. Intern candidates will pace instruction and re-teach content, based upon evidence gathered using formal and informal assessment.

Topics which may vary according to Intern candidate needs and interests will include the following:

- Classroom Management
- Cooperative Learning
- Lesson and Unit Planning
- Formal and Informal Assessment
- Planning for the First Days of School
- Parent/ Teacher Partnership
- Differentiated Instruction
- Communication and Collaboration
- Case Management
- Supporting English Language Learners and students with special needs
- Teacher Responsibilities (i.e., Back to School Night, Family Conferences)

ED 701 - Intern Seminar II

3 credit(s)
The Intern Seminar course provides Education Specialist and Multiple Subject candidates with the opportunity to instruct students in a self-contained classroom. Emphasis on instructing ELL and students with special needs in a general education classroom will be stressed.

Through the experience, candidates come to understand how to deliver a comprehensive program of systematic instruction with accommodations and modifications in the academic subjects of the assignment based on student needs. Candidates are expected to use progress monitoring based on each student's needs, giving key points during instruction to determine whether students are progressing adequately toward achieving the state academic content standards. Intern candidates will pace instruction and re-teach content, based upon evidence gathered using formal and informal assessment. The Intern may serve in team teaching settings using core academic curriculum at grade levels and in the service delivery model of the legal assignment.

Topics which may vary according to Intern candidate needs and interests will include the following:

- Teacher Responsibilities (i.e., Back to School Night, Family Conferences)
- Parent/ Teacher Partnership
- Planning for the First Days of School
- Cooperative Learning
- Communication and Collaboration
- Case Management
- Supporting English Language Learners and students with special needs
- Differentiated Instruction
- Classroom Management
- Lesson and Unit Planning
- Formal and Informal Assessment

Prerequisite(s): ED 700 Intern Seminar I

ED 703A - Intern Seminar

0 credit(s) The Intern Seminar course is a Pass/Fail 0-credit course designed to provide intern candidates on-going support and enrollment in Pacific Oaks College while working as a teacher of record under the Intern Credential. Education Specialist and Multiple Subject candidates who have not completed the credential requirements in their respective credential preparation programs are required to enroll in the 0-unit course until all credential requirements have been completed or until the intern credential has expired, whichever occurs first. If an intern candidate has not completed all credential requirements at the conclusion of the Directed Teaching Intern Courses (ED 701 and ED 702), then candidates are required to enroll in the 0-unit Intern Seminar course each session until the credential requirements have been successfully completed. The Intern Seminar course is for candidates who are full-time teachers in a self-contained classroom and have been issued the Intern Credential for the 2-year approved period. The Intern Credential is a 2-year temporary credential and is nonrenewable. Candidates who do not complete their respective credential requirements within the 2-year time period will not be eligible to continue in the Intern Seminar course. This course will be offered online only. Candidates are expected to participate in any and all discussion boards and any course assignments during each session while enrolled.

ED 703B - Student Teaching Seminar

0 credit(s) The Student Teaching Seminar course is a Pass/Fail 0-unit course designed to provide candidates on-going support and enrollment in Pacific Oaks College while in the process of completing credential requirements after their student teaching semester has been completed. Preliminary Education Specialist and Multiple Subject candidates who have not completed the credential requirements in their respective credential preparation programs are required to enroll in the 0-unit course until all credential requirements have been completed or until they leave the program. Candidates who do not complete all credential requirements at the conclusion of the Directed Teaching courses, whether BA or MA levels, will be required to enroll in the 0-unit Student Teaching Seminar course each session until the credential requirements have been successfully completed. This course will be offered online only. Candidates are expected to participate in bi-weekly check-ins and any course assignments during each session while enrolled.

ED 730 - Foundations in Bilingual Education

3 credit(s) Candidates will examine the historical, legal, and theoretical foundations of bilingual education, in California and throughout the United States. Candidates will analyze how these historic and current trends and social issues have impacted the development and implementation of different bilingual education programs and affected the education of bilingual learners. Through the analysis of research on second language acquisition and the cognitive effects of bilingualism and biliteracy, candidates will explore a variety of theories, issues, procedures, methods and approaches for use in a bilingual setting. The course presents an overview of types of bilingual education programs

along with research and best practice instructional strategies for teaching and learning in two languages. Twenty-five (25) hours of practicum fieldwork experiences in a bilingual/dual language immersion classroom is required.

ED 740 - Cultural and Linguistic Influences on Latino/a Students

3 credit(s) In order to prepare the candidates to understand the culture of emphasis as experienced in the country or countries of origin and in the U.S., candidates will learn about the various roles and communication patterns by examining cross-cultural and linguistic equity. Through a culturally informed lens, candidates will learn to communicate effectively with their students and their students' families. Candidates will acknowledge cultural and linguistic differences of students and their families as assets and not deficits (e.g., "funds of knowledge"). This course presents a cultural analysis of the diversity within Latino/a students as represented in educational settings through a social justice and anti-bias lens. While this class is conducted in English with the option for students to engage in group activities in Spanish, fluency and literacy in Spanish is required. Twenty-five (25) hours of practicum fieldwork experiences in a bilingual/dual language immersion classroom is also required.

ED 741 - Cultural and Linguistic Influences on Chinese Americans

3 credit(s) In order to prepare the candidates to understand the culture of emphasis as experienced in the country or countries of origin and in the U.S., candidates will learn about the various roles and communication patterns by examining cross-cultural and linguistic equity. Through a culturally informed lens, candidates will learn to communicate effectively with their students and their students' families. Candidates will acknowledge cultural and linguistic differences of students and their families as assets and not deficits (e.g., "funds of knowledge"). This course presents a cultural analysis of the diversity within Chinese/Chinese American students as represented in educational settings through a social justice and anti-bias lens. While this class is conducted in English with the option for students to engage in group activities in Mandarin, fluency and literacy in Mandarin is required. Twenty-five (25) hours of practicum fieldwork experiences in a bilingual/dual language immersion classroom is also required.

ED 780 - Methodology for Spanish Language Instruction in Dual Language Immersion

3 credit(s) This course will focus on the theory and practical applications of strategies in primary language and second language instruction, particularly for a bilingual (dual language immersion) setting. Candidates will learn about language forms and functions as well as the interrelatedness among the four domains of language (listening, speaking, reading, and writing). Literacy development and content area instruction will be emphasized with lesson plan design tied to language and content standards and measured with various assessments. Students will learn how to access and evaluate primary language literature and other resources and will gain competency in the integration and use of resources in Spanish for the bilingual classroom. While this class is conducted in English with the option for students to engage in group activities in Spanish, fluency and literacy in Spanish is required. Twenty-five (25) hours of practicum fieldwork experiences in a bilingual/dual language immersion classroom is also required.

ED 781 - Methodology for Mandarin Language Instruction in Dual Language Immersion

3 credit(s) This course will focus on the theory and practical applications of strategies in primary language and second language instruction, particularly for a bilingual (dual language immersion) setting. Candidates will learn about language forms and functions as well as the interrelatedness among the four domains of language (listening, speaking, reading, and writing). Literacy development and content area instruction will be emphasized with lesson plan design tied to language and content standards and measured with various assessments. Students will learn how to access and evaluate primary language literature and other resources and will gain competency in the integration and use of resources in Mandarin for the bilingual classroom. While this class is conducted in English with the option for students

to engage in group activities in Mandarin, fluency and literacy in Mandarin is required. Twenty-five (25) hours of practicum fieldwork experiences in a bilingual/dual language immersion classroom is also required.

SPED 542 - Behavior Assessments, Interventions, and Positive Support Methods

3 credit(s) SPED 542 will explore the relationship between teacher behavior, academic tasks, and classroom environment in encouraging student self-esteem, behavior, and achievement. Various models of behavior management will be discussed from a social systems perspective, including psycho-dynamic, behavioral, environmental, and constructivist. Classroom behaviors will be analyzed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Candidates will develop skills in designing whole class management systems, as well as individualized behavior programs (positive behavior support plans), collecting data on target behaviors, identifying of replacement behaviors with specific behavioral goals and objectives, and implementing appropriate reinforcement strategies for Neurological-Based Behavior (NBB).

SPED 552 - Communication and Collaboration: Developing Student, Family, and School Community Partnerships

3 credit(s) The SPED 552 course will explore the spectrum of interpersonal and interactive collaboration and communication skills, including problem solving, empathetic listening, mediation, conflict resolution, assistive technology, and alternative and augmentative procedures. Specifically, candidates will learn how to communicate, collaborate, and consult effectively with students with or without disabilities, their parents or primary caregivers, general and special education teachers, and transdisciplinary Individualized Education Program (IEP) team members. The most current research and legal regulations that relate to the use of computers and assistive technology to facilitate the teaching and learning process for all students are explored and skills as a Case Manager will be practiced in this course. Also included will be effective communication strategies with IEP team members, counseling strategies, co-teaching techniques, and cross-cultural issues, which are integrated throughout the course. Strategies will be analyzed and evaluated to create a plan which will be reviewed for application to use with students in need of a Least Restrictive Environment (LRE).

SPED 563 - Teaching Students w/ Mild to Moderate Support Needs: Inclusive Environments

3 credit(s) In this course, Special Education and Multiple Subject credential candidates will explore the impact of various support needs on development and learning, and how different cultural settings can impact both exceptional groups of learners and students with mild to moderate support needs. In addition, candidates will learn about the various laws that govern special education and students with mild to moderate support needs, including the development and implementation of an Individualized Education Program (IEP) and the role of a Case Manager. Emphasis is placed on how to create an inclusive educational environment that benefits all learners in a diverse classroom and school community. Candidates will learn how to collaborate effectively between the General Education and Special Education teachers using *Universal Design for Instruction (UDI)* principles to plan differentiated instructional strategies, integrate assistive technology when appropriate, and ensure meaningful access to curricula through accommodations and modifications. SPED 563 will have 45 total course hours with 30 hours of instruction time and 15 hours of online instruction using Canvas

General Education

ART 100 - Introduction to Art

3 credit(s) This course intends to introduce both art making skills and artistic concepts. In this course students will explore a variety of art media through the process of creative expression. This course will explore theories of

aesthetics, art history, and creativity. This course will also include an overview of the elements of art and principles of design. (This course includes a $190 fee).

ART 150 - Public Art

2 credit(s) This course will look at how artists have communicated ideas and related to communities through public art. Examination of monuments to street art will provide an analysis of public artworks. This course will primarily focus on art history, specifically artists using art as a means of social change. There will also be discussions on aesthetics questions about art and a project where students plan a theoretical public artwork.

BIO 100L - Introduction to Biology Lab

1 credit(s) An examination of the cell, inheritance, ecology, human biology, the diversity of life and evolutionary theory. Emphasis is given to understanding central concepts and to the process of science. It provides foundational understandings for general education and liberal studies.
Students enrolled in BIO 100L will utilize virtual reality (VR) technology to complete lab-based learning activities. Students are required to sign an acknowledgement form prior to receiving a loaned virtual reality headset. A $700 refundable course fee will be assessed to cover the use of a loaned VR headset. Students are required to return the VR headset at the conclusion of the term. Upon return of the device in acceptable condition, the $700 fee will be refunded. Failure to return the headset may result in forfeiture of the fee. There is a non-refundable course fee of $50 to cover the postage for mailing and returning the VR headset.

BIO 200 - Human Biology with Lab

4 credit(s) This course is an introduction to the basic principles of biology by focusing on humans as biological creatures. Topics include basic chemistry; cell and tissue structure; human body structure and functioning; human reproduction and development; human genetics; and human ecology.

BIO 200A - Human Biology with Lab

2 credit(s) This course is an introduction to the basic principles of biology by focusing on humans as biological creatures. Topics include basic chemistry; cell and tissue structure; human body structure and functioning; human reproduction and development; human genetics; and human ecology. Students must successfully complete both sections with a D or better in sequence. (This course includes a $266.00 fee). Fee will be assessed in the A section of the course sequence.

BIO 200B - Human Biology with Lab

2 credit(s) This course is an introduction to the basic principles of biology by focusing on humans as biological creatures. Topics include basic chemistry; cell and tissue structure; human body structure and functioning; human reproduction and development; human genetics; and human ecology. Students must successfully complete both sections with a D or better in sequence. (This course includes a $266.00 fee). Fee will be assessed in the A section of the course sequence.

CIV 101 - Civic Engagement

1 credit(s) Service-learning course with focus on diverse communities. Analysis of general shared history of the student's communities. Engagement in meaningful work, off campus to reflect on assets, injustices, and inequities that have shaped experiences of native or immigrant communities. Analysis of the students' community in which residents coexist and interact while managing tensions and social justice issues inherent in minority/majority city.

COM 105 - Business and Professional Communication

3 credit(s) The role of communication in the effective management of formal organizations is studied. A comprehensive course in business communication, that includes the study and practice of concepts and skills as they apply to business and professional settings including written and oral communications, and business and professional presentations. Special attention is given to learning to communicate effectively in multiple formats as professionals in today's digital, social, and mobile world. This course will focus on written communication skills with emphasis on clear, concise writing; Students develop further skills in written, oral, and other methods of business communication. The course also explores the impact of cultural differences on business communication in the modern global business world, as well as communicating in a socially responsible manner.

COM 150 - Effective Communication

3 credit(s) This survey course explores communication principles and theories. The course examines elements of listening, verbal, and nonverbal communication. The course also explores how these communication elements operate between individuals and groups. Communication concepts and basic communication skills are explored through a variety of methods and activities including effective oral communication.

CRIM 300 - Introduction to Criminology

3 credit(s) This course provides an overview regarding crime and criminal justice. Socio-cultural, personality, and environmental factors underlying criminal behavior are examined, including gang involvement, violent crime, drug-related crimes, and sexual violence.

CT 300 - Ethics: A Global Civic Perspective

3 credit(s) The practice of ethics involves the exploration and evaluation of different values and assumptions that support alternative courses of action. This course approaches these differences from a global civic perspective that is grounded in our common humanity and recognizes our many social differences. We will practice "thinking like a global citizen" in an evaluation of the
merits of a capabilities approach to human development.

ENG 101 - English Composition I

3 credit(s) This course develops written communication skills with an emphasis on understanding the writing process, analyzing readings, and practicing writing for personal and professional applications.

ENG 110 - Creative Writing

1 credit(s) This course will introduce students to using multiple genres of creative such as poetry, prose, memoir, essay, and screen writing as a way to have students experiment and experience different perspectives. This course will examine new/different avenues for students to express themselves in a creative and academic setting enabling them to practice their communication skills as well as overall writing skills.

ENG 201 - English Composition II

3 credit(s) English Composition II is a course designed to give students guided practice drafting, revising, and editing a research project. In addition to reviewing the writing process, students learn research techniques, citation techniques, documentation formats, and critical analysis of written topics.

ENV 100 - Introduction to Environmental Science with Lab

4 credit(s) This environmental science course is designed to introduce the major areas relating to contemporary ecological and environmental issues. This course will cover the scientific principles necessary to understand the interrelationships of the natural world and adverse human impacts, to define and analyze environmental problems, and to examine alternative solutions to resolve or prevent them. The one credit laboratory component is intended to supplement introductory environmental science learnings.

ENV 100A - Introduction to Environmental Science with Lab

2 credit(s) This environmental science course is designed to introduce the major areas relating to contemporary ecological and environmental issues. This course will cover the scientific principles necessary to understand the interrelationships of the natural world and adverse human impacts, to define and analyze environmental problems, and to examine alternative solutions to resolve or prevent them. The one credit laboratory component is intended to supplement introductory environmental science learnings. Students must successfully complete both sections with a D or better in sequence. (This course includes a $274.00 fee). Fee will be assessed in the A section of the course sequence.

ENV 100B - Introduction to Environmental Science with Lab

2 credit(s) This environmental science course is designed to introduce the major areas relating to contemporary ecological and environmental issues. This course will cover the scientific principles necessary to understand the interrelationships of the natural world and adverse human impacts, to define and analyze environmental problems, and to examine alternative solutions to resolve or prevent them. The one credit laboratory component is intended to supplement introductory environmental science learnings. Students must successfully complete both sections with a D or better in sequence. (This course includes a $274.00 fee). Fee will be assessed in the A section of the course sequence.

FILM 100 - Introduction to Film

2 credit(s) An introduction to both cinema studies and film/video production, this course will provide an overview of historical, analytical, and theoretical approaches to cinema and introduce a broad range of basic production skills including the fundamentals of nonlinear editing. Through hands-on work and the study of a diverse selection of films rooted in different cultures, times, and ideologies, students will begin to develop the critical means for engaging with cinema and culture in discussion, writing, and creative work.

GEN 100 - Success at Pacific Oaks

3 credit(s) This course helps develop the skills and strategies necessary to succeed as an adult learner at Pacific Oaks College. Through readings, discussion, and writing assignments, students assess and strengthen their skills in critical thinking, ethical decision-making, problem-solving, reflection and self-understanding. The course also provides an introduction to educational goal setting, accessing resources successfully, personal management, and communication.

GEN 200 - Becoming a Global Citizen

3 credit(s) This course will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. The course will explore primarily through a global perspective and a comparative and/or analytical framework is used. It's content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).

GEN 284A - Reflective Study: Developmental Theory

1-3 credit(s) This course focuses on the life span and human development processes. Students use their own life experience to describe detailed and factual 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.

GEN 284B - Reflective Study: Developmental Theory Analysis

1-3 credit(s) This course requires collection, 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.

GEN 285A - Reflective Study: Diversity Theory

1-3 credit(s) 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.

GEN 285B - Reflective Study: Diversity Analysis

1-3 credit(s) This course requires students 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 others are different because of their knowledge.

GEN 286A - Reflective Study: Fieldwork

1-3 credit(s) This course requires student to addresses the knowledge and practical skills gained through your work and volunteer experience: including hands on and firsthand 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 the student portfolio.

GEN 286B - Implementation

1-3 credit(s) 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. Students tell stories about working on projects, events, or other experiences and reflect on the challenges and dynamics and skills needed to complete and evaluate the project.

GEN 287A - Reflective Study: Research

1-3 credit(s) This course requires students to connect research to human development, education, culture, and behavior 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. Students will produce a review of literature addressing an issue in one of these areas: human development, behavior, social, educational, or cultural issues related to the student's personal life.

GEN 287B - Reflective Study: Leadership

1-3 credit(s) This course requires students to recollect, reflect on, and critically analyze roles and experiences in leadership, management, and supervision. 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.

GEN 289 - Writing and Communications for Empowerment

3 credit(s) Pacific Oaks students bring a breadth of diverse life experience to the college. This class provides an opportunity for students to gain skills and increase their capacity to reflect, conceptualize, and clearly communicate what they have learned from selected life experiences. Through the processes of analysis and synthesis, students learn to apply personally constructed theory to gain a deeper understanding of self and others. Class members are expected to participate actively in creating a learning community, practicing the skill of giving and receiving feedback. In addition, students discover how learning gained from work and life experiences could potentially earn college credit. This course is required for students seeking Credit for Learning from Experience (CLE) process which offers students the opportunity to analyze, articulate, and document prior learning for credit. Students are required to have 5 years of verifiable, significant work/life experience.

Students who wish to submit portfolios for CLE enroll in GEN 299.

GEN 299 - Portfolio Development and Assessment

0 credit(s) This course serves as the "laboratory" where students collect, organize, write, document, and show evidence of learning. Up to eight portfolios, addressing the themes represented in GEN 284A GEN 284B GEN 285A GEN 285B GEN 286A GEN 286B GEN 287A and GEN 287B, are to be submitted in GEN 299. A maximum of 24 units may be earned.

Students are charged a Lab Fee. GEN 299 is allowed to be taken up to 4 consecutive semesters to complete their portfolios. Portfolios will not be accepted for assessment beyond the 4th semester of GEN 299. Students may NOT be enrolled in GEN 299 in the semester prior to the expected Graduation Date.

Prerequisite(s): GEN 289; at least half-time concurrent enrollment for duration of GEN 299

GEO 200 - Cultural Geography

3 credit(s) This course will explore the spatial distribution of language, religion, population, migration and settlement patterns, political organization, technology, and health throughout our landscape.

HIS 100 - U.S. History

3 credit(s) Introduces United States History from 1860 to present. Focus will be on political, economic, intellectual, social, and cultural development.

HIST 200 - History of Social Justice

3 credit(s) This course will introduce students to major streams of social justice thought, including historical social justice movements, theoretical problems having to do with social equality, personal freedom, access to social resources, marginalization, and stigmatization, and the ways in which communities respond to these issues.

LIT 150 - Urban Literature

3 credit(s) This course takes students through a literary journey exploring voices located in urban literature as pertinent to the United States. Through novels, short stories, short plays, students will engage the chronological development of writings developed as a process of urbanization following the course of the 19th century. Special attention will be given to the writing process demonstrating but not limited to Race, Class, Gender, and Environment and evident intersectionality's, politics, ideological movements, and artistic representations.

LIT 300 - Introduction to Literature

3 credit(s) This introductory level course presents the elements and examples of three genres of literature: fiction, poetry, and drama. Students will learn the origins of literature and the purposes of the study of literature. Students will associate the study of literature and thinking skills, such as critical reading. Students will utilize thinking skills to research and apply literary criticism, to analyze and critique various literary works, in the context of discussing and writing about literature.

MATH 160 - Quantitative Reasoning

3 credit(s) This course helps develop students' mathematical thinking around issues of mathematical content, process, and application. Students will acquire quantitative reasoning ability, number sense, conceptual and practical understanding of and familiarity with algebra, geometry, measurement, and basic data analysis and probability. The course focuses on supporting students' understanding of problem solving, critical thinking, communication, connections, and representations. Contemporary applications are explored to illustrate the nature of mathematics, its role in society, and its practical and abstract aspects. A key feature of the course is active student involvement to support and demonstrate mathematics literacy and the application of mathematics in their everyday lives.

MUS 100 - Global Music and Culture

3 credit(s) This course is an introduction to world music from various cultures and time-periods. The course will focus on the cultural sources of world musical practices, on characteristics of rhythm, melody, and composition, and on musical instruments. Students will reflect on how music promotes self-understanding and the role of music as ritual, aesthetic experience, mode of communication, and artistic expression.

NUTR 100 - Human Nutrition

3 credit(s) This nutrition science course is designed to introduce the major scientific principles of nutrition across a human lifespan (from pregnancy to birth, through childhood, adolescence, adulthood, and senior age). This course introduces current scientific thoughts and findings in the field of nutrition including dietary practices to prevent or treat certain disease conditions and the use of supplements. Students will evaluate dietary intake and understand how nutrition is related to larger issues regarding hunger, the global environment, and consumer concerns.

PHIL 150 - Critical Thinking

3 credit(s) This course will use general logic emphasizing its applications to practical situations. This course will offer concepts basic to critical thinking such as clear communication, persuasion, argument, fact, and opinion. This course will use real-world, problem-solving context geared toward working adults. The course covers both inductive and deductive techniques.

POL 100 - American Government and Political Issues

3 credit(s) American Government is a course that explores the fundamentals of American government and politics, focusing on the historical evolution of government and policies, its major institutions, and formal processes. Course goals include understanding today's government, policy development, and politics as well as developing critical thinking and information-literacy skills. Topics include the Constitution, federalism, civil rights and civil liberties, the structure, and processes of the three branches of government, political socialization, interest groups and public opinion, political parties, and the election process, as well as basic U.S. social, economic, and foreign policy.

PSY 101 - Introduction to Psychology

3 credit(s) This course introduces human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning and memory, emotion, states of consciousness, personality theories, cognition, life-span development, and applied psychology.

PSY 103 - Developmental Psychology

3 credit(s) This course addresses the major theories and perspectives related to development across the lifespan. Physical, Cognitive, Social, and Emotional aspects of development, from conception to death, are examined through multiple ecological domains.

PSY 105 - Abnormal Psychology

3 credit(s) This is an overview of abnormal behaviors that affect human beings. The course will discuss the various etiologies and causes of abnormal behavior and review the leading treatment modalities for those behaviors.

PSY 201 - Introduction to Behavioral Neuroscience

3 credit(s) This course will explore the structure and function of the nervous system, the development and evolution of neural and behavioral systems, and interactions among behavior, environment, physiology, and heredity. In this course, students will develop an understanding of the biological underpinnings of behavior and explore what is currently known about the biological basis of movement, emotions, mental illness, sexual behavior, memory, states of consciousness, sensory perception, thought and language, and several psychological disorders.

RESM 235 - Research Methods for the Social Sciences

3 credit(s) This course will introduce methods employed by social scientists to study, measure and test research in order to examine, predict and report outcomes relevant to current societal concerns. This class is designed to generate an understanding of the research process as well as to expand the knowledge base of principles in social research. These systematic approaches are organized into three distinct categories: qualitative, quantitative, and mixed methods research.

SOC 100 - Introduction to Sociology

3 credit(s) This course explores sociological processes that underlie everyday life. The course focuses on globalization, cultural diversity, critical thinking, new technology and the growing influence of mass media.

STATS 225 - Integrated Statistics

3 credit(s) This statistics course is intended for students in a wide variety of areas of study. Topics discussed and explored include displaying and describing data, the normal curve, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. Students also have the opportunity to analyze data sets using technology in their weekly discussions, assignments, and term project. Contemporary applications are explored. The course encourages active student involvement to support and demonstrate mathematics and statistical literacy, understand, and relieve mathematics and statistical anxiety, and apply probability and statistics in everyday lives.

Human Development

HD 300 - Early Childhood Themes and Life Cycle Issues

3 credit(s) Each stage of life poses a task to be accomplished. These tasks appear as challenges and bring the chance for growth, but also a fear of failure and discomforting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment, and failure - recur later in the life cycle. Understanding of their beginnings and knowledge of psychosocial developmental theories enable 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.

HD 303 - The Earliest Years

3 credit(s) 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 311 - Play Across the Lifespan

3 credit(s) This course is an exploration of play as a human adaptive function with a distinct development progression, beginning in infancy and extended throughout the lifespan. Varying in content and mode from culture to culture, emphasis will be placed on the ability to observe play across an age-range and to make use of these observations in planning for play-based opportunities. This includes recognizing the importance of the physical environment in setting up spaces for play that will engage participants in using the skills that are requisites for lifelong learning. Ways to support cultural expression and nonsexist play opportunities will be analyzed as part of the examination of the impact of anti-bias issues and diversity on one's play. Although our focus begins with the early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals across the lifespan.

HD 320 - Contemporary Urban Adolescents

3 credit(s) 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 335 - Human Development: The Elder Years

3 credit(s) 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 credit(s) 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 361 - Social and Political Contexts of Human Development

3 credit(s) The diverse social, economic, and political contexts of our society affect the socialization of the individual and their understanding of human development. A primary focus of this course will be the examination of attitudes and behaviors toward gender, socio-economic status, race/ethnicity, disability, sexual orientation, and privilege/entitlement, along with the historical and contemporary contexts within which specific theories of human development were created and perpetuated. Students will be challenged to examine these influences on their growth and perceptions of behaviors, define ethics within a context of societal power differentials and search for meaningful responses to address them. Prerequisite(s): Completion of HD 300

HD 363 - Education for Critical Consciousness

3 credit(s) 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 credit(s) The social dynamics that we experience in community in our life influence our growth, identity, and our worldview. We all develop as unique individuals in the context of complex communities. We experience communities in different ways, through different institutions; i.e., home, family, classroom, neighborhood, third spaces, etc. This class focuses on the theoretical and practical aspects of building, reflecting, and including "community" in our learning spaces throughout our lives. Students will be expected to create strategies that use community to enhance learning and building a sense of belonging. This class will explore community building as an avenue to examine and promote cultural competence and social equity. We will create a learning community as we explore other communities.

HD 371 - Working with Bicultural Children

3 credit(s) This course focuses on methodological issues as they relate to effectively working with bicultural children. Learning theory and motivational concepts based upon research with bicognitive 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 380 - Children's Autobiographical Narratives as Social Justice Curriculum

3 credit(s) 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 credit(s) This course will examine the importance of promoting positive social change in times of national stress. Students will explore the connection between their own personal growth and the act of evoking actual change, and will learn useful practices based in storytelling, art, performance, and action research. Readings will be assigned from feminists' 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 390 - Developing Anti-Bias Curriculum: Teaching Our Values to Our Children

3 credit(s) 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.

HD 406 - Emergent Curriculum: Reflecting Learner Lives

3 credit(s) 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. Implications 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 credit(s) 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 412 - Working with Children and Families in A Diverse World

3 credit(s) This class examines the psychosocial needs of children, families, and a developmental / constructivist approach to supporting their growth and well-being. It includes the critical importance of culture/ethnic traditions, values and beliefs, social identity development, the dynamics of interpersonal power and how these all affect our work as practitioners and advocates. Students will observe children and families in a variety of contexts, hone skills for critical reflection, and develop effective facilitative strategies applicable to teaching, counseling, parenting, social services, and advocacy. 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. Prerequisite(s): Completion of HD 361 may be taken concurrently with HD 361 in on ground programs

HD 417 - Life-Span Learning and Education

3 credit(s) This class examines traditions that underlie a developmental, experiential, open-structured approach to education and learning across the life span. Content includes exploration of one's own values and the values reflected in educational 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 are considered from a life-span development, cross-cultural perspective. All ages of learners will also be explored.

HD 426 - Working with Children Who Challenge Teachers' Skills

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

3 credit(s) 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 credit(s) 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 459 - Exploration & Application: Fieldwork/Internship

3 credit(s) In this fieldwork/internship seminar, students apply the theories and principles learned to their work in a field setting. Students gain knowledge, acquire new skills, and refine existing ones while providing service to the community. Students will observe, investigate, and critically reflect on practices and emergent issues from their fieldwork/internship. Seminar discussions focus on discoveries from explorations, the investigation of theory for application, problem solving and grappling with cultural and ethical dilemmas. Each student is required to engage in 45 hours of service at an approved fieldwork/internship site during the semester they are enrolled in HD459. Prerequisite(s): HD 300, HD 341, and HD 361

HD 475 - Arts and Social Change

3 credit(s) 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 492 - Independent Study

1-4 credit(s) 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 497 - Capstone

3 credit(s) The capstone course requires students to reflect, conceptualize, and clearly communicate what they have learned about human development from their coursework at Pacific Oaks College. Students will review their Program Learning Outcomes (PLOs) and the Core competencies to articulate the meaning of their degree. An essential element of this class is to be an active participant in the learning community.
A core courses portfolio, signature assignment research project, and presentation are the means by which this learning is documented. Portfolios demonstrate engagement with core course topics to reflect on one's growth and articulate, the themes and theories present in their own human development. The research project demonstrates theoretical understanding of human development within each student's personal and professional context. Portfolios will be reviewed and evaluated by the course instructor. Assessment is based on the PLO master rubric. Prerequisite(s): HD 300, HD 341, HD 361, HD 335, and HD 459

HD 507 - Developmental Themes and Transformation Across the Lifespan

3 credit(s) This class provides an in-depth analysis and synthesis of developmental themes that begin in early childhood, transform, and recur in later stages of the life cycle. It includes a critical reflection on developmental theories, exploring the ways that complex factors influence a person's engagement with issues and challenges over their lifetime. Student reflections on self and others within the contexts of their lives are used to enhance and deepen the learning process.

HD 509 - Child Abuse Assessment and Reporting

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

HD 516 - Authentic Assessment

3 credit(s) This course will define and explore creative models and frameworks of assessment/evaluation for programs, schools, and organizations, from a life span perspective. Particular focus areas will include continuums of traditional/non-traditional, standardized/ developmental, and quantitative/qualitative data collection for program design, evaluation and structural planning. Emphasis will be placed on addressing subjectivity, ethics, biases and cultural models of deviance. Outside observation hours are required.

HD 521 - Advanced Concepts in Adolescent Development

3 credit(s) This is an advanced course in adolescent development for those individuals who desire to gain greater knowledge and depth in the complex issues surrounding teenagers. Adolescents in the United States increasingly represent a variety of racial, ethnic, religious, and socioeconomic backgrounds. Are these differences among adolescents based on this diversity? What role does poverty play in adolescents' development? Is peer pressure real and meaningful? How important are parents during this period? Are there health and mental health issues of particular

importance? How do adolescents cope with stress? Why is the peer group so critical? How is adult and middle-aged development impacted by our own adolescent development?
Major theories will provide a framework for the presentation of physical, cognitive, social, and emotional development during this critical period. Factors influencing growth and development will be highlighted. Discussion of classic and current studies as they related to adolescence will be integrated throughout the course.

HD 536 - Engaged Aging: Developmental and Societal Issues

3 credit(s) Engaging with aging is part of a personal journey that intersects with society's systems. These junctures provide opportunities for growth and constraints to an individual's development and aging process. Changes on a macro level affect all aspects of human development, the elder years being no exception. Impacted by allocation of resources, health and medical issues, financial uncertainty, and constantly changing technology, elders in our society are challenged to lead relevant and purposeful lives. The elder years also are a time of exposure to a confluence of ageism and other societal biases and isms. Often dismissed as empty and meaningless by our youth-oriented society, the later stages potentially provide a rich opportunity for growth for elders. Additionally, legacy and life review are two vital developmental aspects of aging that are potentially sources of contributions for society. Taking a developmental approach to aging and death/dying provides a structure to study these tasks. This class uses several theoretical approaches to examine aging, death and dying in today's society. There is an action plan component. This class provides information for students who envision working with elders, interacting with aging parents, and for individual reflection.

HD 543 - Interpersonal Communication Skills

3 credit(s) This class will focus on further development of interpersonal skills within a professional context. Major areas will include metacognition and thinking modes; identifying the origins and operational dynamics of conflict; examination of the impact of personal values and biases on communication across cultural, racial, class, and gender lines; and presentation of self within the context of groups, worksites and society.

HD 555 - Conflict Resolution and Mediation

3 credit(s) 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 be introduced to mediation techniques as they evaluate and critique techniques and models for conflict resolution as they engage in creative problem solving in various conflict areas at the micro and macro levels of society. Communication across cultures and bias awareness issues will be evaluated within all content areas.

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

3 credit(s) This course offers an in-depth critical evaluation of the impact of systemic and institutional oppression on human service programs for children and adults, and the significance of culture and political contexts on individual development and learning. Students are challenged to evaluate and critique these influences on their growth and perceptions of human behavior as well as the impact of their personal perceptions on the development and learning of others. Students are challenged to critically redefine their personal ethics and engage in developing their own theoretical and methodological framework for anti-bias work and advocacy within institutional settings with the goal of bringing about systemic changes with address and deconstruct inequality and oppression in their work with children and adults. Prerequisite(s): HD 543

HD 575 - Community: Spaces of Resiliency, Equity and Change

3 credit(s) Social and political contexts of human development impact the way community is forged. In community, social dynamics are influenced and created by varied contexts that affect individuals understanding of the world. For this course, students will examine theoretical frameworks that focus on exploring community as places of struggle, resilience, culture, equity, and change. This course will integrate theory into practical application within community spaces i.e., classrooms, schools, grassroots organizations, non-profit agencies, neighborhoods, etc. in order to further develop strategies of social equity, cultural competency, and advocacy for education.

HD 576 - Bi-Cultural Development Across the Lifespan

3 credit(s) This class will specifically focus on a framework of bicultural developments as it compares with monoculture developmental theories with an examination of the implications of bicultural developments for educators and human services professional working with bilingual and bicultural communities. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children, adolescents, and adults will be explored. Culture and cognition bilingualism, and the bicultural process as they relate to identity formation will be examined. Students will evaluate what is means to be bicultural, synthesizing and creating models of bicultural development related to self and others.

HD 583 - Social Justice Pedagogy

3 credit(s) 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 - The Power of Our Stories: Exploring Issues of Race and Identity

3 credit(s) 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 585 - Democracy and Social Movements

3 credit(s) This class looks at social change through the lens of contemporary social issues as well as broader decision-making processes that occur in democratic societies. Students will critically evaluate social movements concerning the environment, public health, organized labor, and housing, among participatory decision making. Students will apply insights from this class by designing a project for change at an organization, school, community or government agency that includes a critical evaluation of strengths and weaknesses as well as a plan for assessing outcomes.

HD 592 - Advanced Studies in Implementing Anti-Bias Curriculum

3 credit(s) 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 604 - Praxis: An Ecological Systems Approach

3 credit(s) This class provides an in-depth look at educational and social service practices using an ecological systems perspective. We will explore the psychosocial interface between child, family and community development, social identity, culture, and power in order to transform complex challenges into innovative, inclusive, socially just and sustainable solutions. Students will evaluate the impact on families by practitioners in a variety of settings, synthesizing practice, reflection, theory, observation and research to develop their own theoretical and methodological framework for working with children and families in a diverse world. Within this context, students will create strategies to be more successful individuals. Interpersonal and institutional change agents. Prerequisite(s): HD 507, HD 543, and HD 562. Note: HD 604 may be taken concurrently with HD 562 in on-ground programs.

HD 607 - Progressive Education in Action

3 credit(s) In this class, students will evaluate progressive education theory and practice. Progressive education as the theoretical frame for constructivist pedagogy will be used to create learning communities within classroom and /or human services settings. Teachers/facilitators/mentors and learners come together to construct spaces of learning characterized by participatory democracy and social justice. Hands on experiential learning methodology will be implemented through observation, analysis, collaboration, research, and documentation.

HD 608 - Teaching Adults

3 credit(s) Designed for college teachers, educational leaders, trainers and other facilitators of adult learning, this course examines liberatory models of adult education and strategies for implementation in a variety of settings, from college classrooms to the everyday workplace. Students will explore the tensions and challenges inherent in teaching for transformation, workarounds for political and systemic constraints, and strategies for drawing out the abilities and capacities of adult learners. Includes opportunities to practice facilitation, collaborative learning, and skills for critically conscious reflective practice.

HD 612 - Working with Women in a Cross-Cultural Context

3 credit(s) This course explores the impact gender role orientation, culture/ethnicity, class, and age has on the communication dynamics between women. Identifying behaviors and expectations that impede or help the communication process, students will explore issues of maternalism in the workplace, issues of friendship and workplace demands, learn to differentiate between style and performance to depersonalize responses, and how to accept both competitive and cooperative behaviors. We will also develop strategies for creating open lines of communication, team building, and conflict mediation.

HD 616 - Leadership in Education and Human Services

3 credit(s) 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 622 - Authentic Infant-Competent Child

3 credit(s) 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

caregivers 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 credit(s) 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 631 - Play, Language and Literacy Development

3 credit(s) 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 642 - Modeling Family and Community Engagement

3 credit(s) This course is designed for administrators, teachers, staff, and parents to create effective teams that value working together with mutual respect. Students will evaluate and critique avenues, both direct classroom participation and program support activities for family engagement with preschool and elementary programs. Students will also evaluate and create strategies for exploring experiences of power and powerlessness among people with diverse roles that include cultural and socioeconomic factors, the realities of working and single parent families, perceptions, and histories. Variations among program types are assessed and synthesized in the construction of new models of family engagement and collaboration with the school system.
This is an equivalent class for HD640 Advanced Studies in Methods of Family/School Collaboration, with permission of advisor.

HD 646 - Women in Administration

3 credit(s) 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 671 - Leadership & Application: Fieldwork/Internship

3 credit(s) In this fieldwork/internship seminar, students implement the theories and principles learned and integrate them in a field setting. Students gain knowledge, acquire new skills, and refine existing ones while providing service to the community. Students will observe, practice, critically reflect on and evaluate ongoing practices and emergent issues at their fieldwork/internship site. Seminar discussions focus on integration of theory and practice for problem-solving, professional development, grappling with cultural and ethical dilemmas, critically evaluating power, and identifying strengths and areas of opportunity. Each student is required to engage in 45 hours of service at an approved fieldwork/internship site during the semester they are enrolled in HD671. Prerequisite(s): HD 507, HD 543, HD 562, and HD 604. Note: HD 671 can be taken concurrently with HD 604 in on-ground programs.

HD 677A - Thesis Proposal (online program)

2 credit(s) This course is the first of a three-course thesis sequence. In all three classes, students will develop and refine their thesis topic and acquire a detailed understanding of the elements of a formal thesis, including personal statement, literature review, methodology, and data collection and analysis. In addition, students will learn to organize their writing, develop themes, and provide feedback to their peers. To meet the minimum requirements for passing this class, students must complete drafts of their introduction and literature review chapters and have begun work on their human ethic protection form. Prerequisite(s): HD 507, HD 543, HD 562, and HD 604

HD 677B - Thesis Research Design (online program)

2 credit(s) This course is the second of a three-course thesis sequence. Students will develop and refine their thesis topic and acquire a detailed understanding of the elements of a formal thesis, including personal statement, literature review, methodology, and data collection and analysis. In addition, students will learn to organize their writing, develop themes, and provide feedback to their peers. To meet the minimum requirements for passing this class, students must complete drafts methods chapters and have begun work on data collection following ethics clearance. Prerequisite(s): HD 677A

HD 677C - Thesis Completion (online program)

2 credit(s) This course is the third of a three-course thesis sequence. Students will develop and refine their thesis topic and acquire a detailed understanding of the elements of a formal thesis, including personal statement, literature review, methodology, and data collection and analysis. In addition, students will learn to organize their writing, develop themes, and provide feedback to their peers. This course is graded on a For Credit Basis. Students who do not complete their thesis by the end of HD677C must enroll in HD699 for all subsequent semesters they are working on their thesis Prerequisite(s): HD 677B

HD 678A - Program Development

2 credit(s) This course is the first of a three-course program development sequence. In all three classes, students will develop and refine their capstone topic and acquire a detailed understanding of the elements of how to develop and evaluate an existing program that is connected to their chosen concentration. This capstone course is designed to provide students with comprehensive knowledge and practical skills in program design and development within the context of human development. Students will
engage in critical analyses of existing programs, develop their own evidence-based initiatives, and gain proficiency in assessing program effectiveness. Prerequisite(s): HD 507 Developmental Themes and Transformation Across the Lifespan, HD 543 Interpersonal Communication Skills, HD 562 Advanced Studies in Diversity and Anti-Bias issues and HD 604 Praxis: An Ecological Systems Approach

HD 678B - Program Planning

2 credit(s) This course is the second of a three-course program development sequence. In all three classes, students will develop and refine their capstone topic and acquire a detailed understanding of the elements of how to develop and evaluate an existing program that is connected to their chosen concentration. This capstone course is designed to provide students with comprehensive knowledge and practical skills in program design and development within the context of human development. Students will engage in critical analyses of existing programs, develop their own evidence-based initiatives, and gain proficiency in assessing program effectiveness. This 2-unit course is graded on a For Credit Basis. Students who do not complete their capstone by the end of HD678C must enroll in HD699 for all subsequent semesters they are working on their capstone. Prerequisite(s): HD 678A Program Development

HD 678C - Program Evaluation

2 credit(s) This course is the third of a three-course program development sequence. In all three classes, students will develop and refine their capstone topic and acquire a detailed understanding of the elements of how to develop and evaluate an existing program that is connected to their chosen concentration. This capstone course is designed to provide students with comprehensive knowledge and practical skills in program design and development within the context of human development. Students will engage in critical analyses of existing programs, develop their own evidence-based initiatives, and gain proficiency in assessing program effectiveness. This 2-unit course is graded on a For Credit Basis. Students who do not complete their capstone by the end of HD678C must enroll in HD699 for all subsequent semesters they are working on their capstone. Prerequisite(s): HD 678A Program Development and HD 678B Program Planning

HD 688A - Thesis Cohort A* (ground programs)

3 credit(s) This course is the first of a two-course thesis sequence. Students will develop and refine their thesis topic and acquire a detailed understanding of the elements of a format thesis, including personal statement, literature review, methodology, and data collection and analysis. In addition, students will learn to organize their writing, develop themes, and provide feedback to their peers. Prerequisite(s): HD 507, HD 543, HD 562, and HD 604

*Course is considered half time.

* To meet the minimum requirements for passing the class, students must complete drafts of their introduction and methods, chapters, and have begun work on their literature review, and be prepared for data collection by finalizing their Participant and/or Agency Consent forms and data collection question and instruments with their HD 688A instructor and/or Thesis Advisor

HD 688C - Thesis Cohort: Project* (ground programs)

3 credit(s) This course is the second of a two-course thesis sequence. Students will learn how to make sense of their data to confirm, extend or challenge existing theories, as well as to construct new theories about their topic and participants. The class provides support for students to finish a draft of their thesis, which includes completion of the literature review, results, discussion, and conclusion. This course is graded on a For Credit basis. Students who do not complete their thesis by the end of HD 688C must enroll in HD699 for all subsequent semesters they are working on their thesis. Prerequisite(s): HD 688A

*Course is considered half time.
*To complete this course, all of the thesis committee members must sign off on the thesis, and then students must submit their completed thesis to the library before the deadline. Students may walk in graduation after their thesis has been accepted by the Library and the Registrar's Office.

HD 699C - Thesis/Project Continuation

0 credit(s) Required registration for all students completing a thesis project who have previously registered for HD 699 but have not yet completed the thesis/project. This course number is zero units 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.

Marriage and Family Therapy

CFS 650 - CFS Capstone Project

3 credit(s) This hybrid course is designed to guide students through a review of the content domains covered along the degree path of the Master of Arts in Cultural & Family Studies. It affords an opportunity to synthesize and articulate

knowledge obtained during degree progression via the selection of multiple threads of inquiry and analysis of peer-reviewed, scholarly literature related to successfully completed coursework. The course requires informed library research and concise exposition. This course is a capstone experience, in which students identify a research topic, conduct literature reviews, and then develop a substantial written Research Paper, Needs Assessment, Critical Literature Review, an original, applied evaluation project, or an original grant proposal.

MFT 507 - Communication and Counseling Skills

3 credit(s) 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 508 - Personality Theories and Psychological Testing

3 credit(s) This course is designed to examine the broad spectrum of the major personality theorists and survey the related current theories of counseling and psychotherapy and their clinical application. An overview of the principles of psychological testing will be introduced, as well as the administration, scoring, and report writing for selected personality inventories. Prerequisite(s): MFT 507 Communication and Counseling Skills and MFT 522 Theories of Marriage and Family Therapy

MFT 522 - Theories of Marriage and Family Therapy

3 credit(s) This course is designed to introduce theories of family therapy from various schools of thought, including systems, the recovery model, postmodern and culturally relevant theory, and practice. It focuses on the development of a working knowledge of families as systems and encourages thinking about one's own role in their family and its impact on the self as therapist. Integrated throughout the course is the students' awareness and understanding of severe mental illness as well as Multiple cultural/ Eco systemic factors that impact traditional and Multiple kinds of contemporary families.

MFT 525 - Interface of Society and Human Development

3 credit(s) This course integrates a variety of theories of human development, with a variety of societal issues, forces and dynamics including politics, economics, race, culture, gender, class, sex, privilege, and oppression. Using the students' lived experiences and critical thinking, alongside classic and contemporary texts, the course will explore how and to what extent society impacts, influences and/ 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. Prerequisite(s): MFT 507, MFT 508, and MFT 522

MFT 533 - Clinical Theories of Child Development

3 credit(s) The purpose of this course is to provide the student with a basic understanding of the clinical theories pertaining to child and adolescent development. The physical, social, cultural, emotional and cognitive aspects of growth and development will be discussed as well as how they manifest intrapsychically and interpersonally. The theoretical material covered in the course will include psychodynamic, ego psychology, object relations theory, attachment theory, and cognitive and social learning theories. Theories will be looked at critically and the influence of gender, social economic status, and culture on child development will be studied. Prerequisite(s): MFT 507, MFT 508 and MFT 522

MFT 535 - Family Violence

2 credit(s) This course will introduce the student to the dynamics of family violence and the California law that addresses the legal reporting requirements for child abuse, spouse abuse and elder abuse. The clinical implications within a sociocultural-political context of spousal abuse, intimate family violence, family trauma, and child sexual abuse will be examined with an emphasis on understanding the cycle of violence and traumatic bonding. Prerequisite(s): MFT 507, MFT 508, MFT 522, and MFT 555

MFT 545 - Substance Use, Co-Occurring Disorders and Addiction

2 credit(s) This course is designed to give students a comprehensive overview of substance use and co-occurring disorders. It provides students with an understanding of substance use, abuse and dependency and associated co-occurring disorders. The course will explore the historical and societal perceptions of substance use, patterns and trends of use, societal and legal responses to drugs and alcohol. Methods of prevention, intervention and treatment will be identified and analyzed. Prerequisite(s): MFT 507, MFT 508, MFT 522, and MFT 525

MFT 548 - Human Sexuality

1 credit(s) 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. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525, MFT 555, and MFT 571

MFT 553 - Human Sexuality

2 credit(s) 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. Prerequisite(s): MFT 507 Communication and Counseling Skills, MFT 508 Personality Theories and Psychological Testing, MFT 522 Theories of Marriage and Family Therapy, MFT 525 Interface of Society and Human Development, MFT 555 Professional Ethics and the Law, and MFT 571 Psychopathology of Adulthood

MFT 555 - Professional Ethics and the Law

2 credit(s)
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.

Prerequisite(s): MFT 507, MFT 508 and MFT 522 concurrently

MFT 570 - Evidence Based Practice

3 credit(s) This course surveys the range of evidence-based practices in mental health, including laboratory research, practice-based research, and the literature on interpersonal neurobiology and its application in the clinical setting. Issues addressed will include attachment relationships, mindfulness, neural integration, systems change, access for underserved populations, and current trends in the mental health field. Prerequisite(s): MFT 508, MFT 522, MFT 533, and MFT 571 or MFT 573, MFT 660 and concurrently with MFT 580

MFT 571 - Psychopathology of Adulthood

3 credit(s) 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, 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 507, MFT 508, MFT 522, MFT 525 and MFT 533

MFT 575 - Child Adolescent Therapy

3 credit(s) This course is an advanced practice course designed to provide students with clinical approaches to the assessment and treatment of infants, young children, and adolescents. Students will develop clinical skills in the areas of observation, assessment, diagnosis, intervention, treatment planning, and referral to community resources. Diversity issues and their impact on assessments and treatment planning will be discussed. Prerequisite(s): MFT 508, MFT 533, MFT 522, MFT 525, MFT 555 and MFT 571 or MFT 573

MFT 580 - Research Methods and Critical Analysis

3 credit(s) 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. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525 and MFT 570 concurrently.

MFT 591 - Independent Study

1-3 credit(s) Independent Study in the MFT programs is undertaken under the supervision of an MFT faculty. No more than 3 credits of the total curriculum are allowed for independent study credit. Advanced courses in the MFT programs are not eligible for independent study credit. An independent study contract signed by the MFT faculty supervisor is required prior to registration. Please refer to the Schedule of Classes for registration deadlines

MFT 600 - Clinical Training Orientation

0 credit(s) The Clinical Training Orientation is a 16-week hybrid course designed to introduce students to the clinical training requirements of the School of CFP. Students will review the CA BBS MFT Trainee laws and regulations while being assessed for clinical readiness by the Clinical Training Coordinator and with each student's Faculty Advisor thorough the First Year Review process. Students will complete most assignments online but will be required to meet in-person for workshops and 1:1 meetings with the Clinical Training Coordinator.

MFT 605 - Pre-Practicum and Professionalism in the Field

0 credit(s) The Pre-Practicum and Professionalism in the Field course is a 16-week hybrid course that will prepare students to begin work in community mental health agencies and organizations as a MFT Trainee. This course teaches students about the paperwork required to contract with a training site, how to obtain personal liability insurance and

what resources students can use while a MFT Trainee. Topics such as attire, vacations, boundaries and agency culture will also be covered.

MFT 610 - Latinx History and Culture

3 credit(s) The topics in this course include the histories of LatinX 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 611 - Latinx Family Systems

3 credit(s) This course is an integration of selected clinical issues, clinical practice, and research in understanding the mental health issues experienced by diverse LatinX families. Central to this course is the development of a cultural lens in family work, and the understanding of diverse family structures amongst the various Latino communities affected by immigration, deportation, and language acquisition and its impact on family well-being and mental health. Prerequisite(s): MFT 507, MFT 508, MFT 610

MFT 612 - Latinx Families, Historical Trauma and Recovery

2 credit(s) This course will examine the impact of trauma on the lifecycle of individuals and families in the LatinX community from a developmental framework. We will focus on trauma therapy and models of recovery as well as other types of therapeutic models, e.g., trauma focused CBT, EMDR, psychological first aid, etc. to assist in the recover from the trauma of immigration, 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. The class will address the occurrence of 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. Prerequisite(s): MFT 610 and MFT 611

MFT 613 - Latinx Psychology

3 credit(s) 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. Prerequisite(s): MFT 610, MFT 611, and MFT 612

MFT 614 - Latinx Community Resources and Advocacy

1 credit(s) This course will address the traditional structures and current practices of institutions that influence and impact mental health services and wellbeing in the LatinX community. Understanding the historical significance of marginalization and the ecological context of the LatinX 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 LatinX communities. Prerequisite(s): MFT 610, MFT 611, and MFT 612

MFT 615 - African American History and Culture

3 credit(s) 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 616 - African American Family and Child

3 credit(s) 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 617 - African American Families, Historical Trauma and Recovery

2 credit(s) This course will address emotional and physical wounds associated with historical trauma, including slavery, segregation, racism, social stratification, current inequities, and experiences of violence, as it relates to the African American family and community. The course will explore emerging theories of historical trauma and will also address issues of access and culturally appropriate resources, interventions, and treatment from multigenerational, community and strengths-based perspectives.

MFT 618 - African American Psychology

3 credit(s) 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 619 - African American Community Resources & Advocacy

1 credit(s) 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 620 - Gerontology

2 credit(s) This course will focus on the advancing stages of aging and its biosocial-psychological and familial dynamics. Aging, mental health issues, elder care, long term care, and end of life issues will be discussed and examined mindful of social-economic status, culture, race, LGBT families, and the politics of aging. Prerequisite(s): MFT 507, MFT 522, MFT 525, MFT 533, MFT 555

MFT 625 - Clinical Skills in Family Therapy

3 credit(s) (traditional MFT class-advanced class) 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 507, MFT 522, MFT 533, MFT 571,

MFT 626 - Practicum I

3 credit(s) This course introduces the student to the clinical training experience, professional role expectations and the BBS requirements. This course will focus on the beginning stages of clinical work with adults, couples, families and the mentally ill. It will examine the supervisory relationship, the therapist as "self" and the resources available to clients for mental health continuum of care. It will include an understanding of diversity issues and cultural competencies in clinical practice. In addition to the in-class requirements, a minimal number of direct clinical training hours, personal therapy hours and clinical training documentation are required to meet with success in this course. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525, MFT 533, MFT 555, and MFT 571

MFT 628 - Practicum II

3 credit(s) This course will focus on the development of culturally attuned clinical skills for clinical trainees. It will bridge theory with practice from a strength based mental health perspective. It is designed to provide comprehensive understanding of multidimensional mental health issues, culturally relevant clinical treatment, principles of mental health recovery-oriented care, advocacy and resources pertaining to the clinical practice of individual, family and child therapy and interventions with the severely mentally ill. In addition to the in-class requirements, a minimal number of direct clinical training hours, personal therapy hours and clinical training documentation are required to meet with success in this course. Prerequisite(s): MFT 570, MFT 626, and MFT 635 concurrently

MFT 635 - Psychopharmacology

2 credit(s) 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. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525, MFT 533, MFT 571

MFT 640 - Couples Therapy

2 credit(s) This is an introductory course for working with domestic partners. This includes an overview of approaches from various schools of thought, as well as training in relationship skills, including the dynamics of bonding and attachment, communication skills, conflict management skills, and negotiating differences. The course will include reflections upon one's own significant relationships; role-playing and skill practice; and application of therapy skills to issues of diversity. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525 and MFT 555

MFT 645 - Group Therapy

2 credit(s) 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 507, MFT 508 and MFT 522, MFT 525, MFT 555

MFT 653 - Cross-Cultural Mores and Values

3 credit(s) 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 525, MFT 522, MFT 533, MFT 555, MFT 571 and concurrently with MFT 626.

MFT 655 - Practicum III: Clinical Portfolio

3 credit(s) 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. In addition to the in-class requirements, each student must provide documentation of 225 face to face clinical training hours, 36 total hours of personal therapy and identified clinical training documentation. Prerequisite(s): MFT 580, MFT 626 and MFT 628,

MFT 656 - LGBTQIA+ History and Historical Trauma

3 credit(s) In this course, we will examine the historical emergence and construction of lesbian, gay, bisexual, transgender identities and beyond, beginning with indigenous identities in the pre-colonized world, moving into the 19th and 20th century in the United States and abroad. This course will explore historical trauma and its definitions and origins. Historical trauma, poly-victimization, intergenerational trauma, post-traumatic stress symptoms and cultural violence will be studied in relation to mental health practice and community well-being. This course will study the impact of conquest, colonization, and genocide on oppressed cultural populations. This course will expose students to practices aimed at mediating the psycho-emotional impact of historical trauma.

MFT 657 - LGBTQIA+ Family Systems

3 credit(s) This course is an integration of selected clinical issues, clinical practice, and research in understanding the mental health issues experienced by diverse LGBTQIA+ families. Central to this course is the development of a cultural lens in family work, and the understanding of diverse family structures amongst the various LGBTQIA+ communities and its impact on family well- being and mental health. This course will explore issues facing LGBTQIA+ families and the social structures and systems in which they operate. Discussions will be centered around minority stress, LGBTQIA+ children in heterosexual households, the impact of rejection and acceptance on health and wellbeing, LGBTQIA+ children in systems of care, marriage equality and mental health and LGBTQIA+ parents and their children, with attention to cultural, political, gender, racial, and economic dimensions of LGBTQIA+ families

MFT 658 - LGBTQIA+ Psychology

3 credit(s) This course will focus on discussions surrounding sexuality and gender diversity and how these issues and ideas intersect with current psychological literature and practice. Students will study the history of psychology, stigma and discrimination in mental health, identity development, protective factors, and resilience. Treatment modalities and best practices will be explored throughout, as students critically examine how these factors shape the lived experiences of LGBTQIA+ people, as well the intersectionality of other identities such as race, religion and age.

MFT 659 - LGBTQIA+ Community Resources and Advocacy

2 credit(s) This course will address the traditional structures and current practices of institutions that influence and impact mental health services and wellbeing in the LGBTQIA+ community. Understanding the historical significance of marginalization of the LGBTQIA+ 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 in LGBTQIA+ communities.

MFT 660 - Trauma and Recovery

3 credit(s) This class will survey the field of theory and clinical practice with traumatized children and families. This course introduces the student to developmental trauma, complex traumatic stress disorder, attachment theory and self-regulation. Prerequisite(s): MFT 507, MFT 522, MFT 533, MFT 535

MFT 662 - LGBTQIA+ Community Resources and Advocacy

1 credit(s) This course will address the traditional structures and current practices of institutions that influence and impact mental health services and wellbeing in the LGBTQIA+ community. Understanding the historical significance of marginalization of the LGBTQIA+ 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 in LGBTQIA+ communities.

MFT 665 - Clinical Skills in Group and Family Therapy

3 credit(s) This is a course for advanced students focusing on group theory and the clinical aspects in the practice of group and family therapy. This class is designed to provide students with direct experiences of the group therapy milieu and assist in the development of a working knowledge of the clinical skills of family therapy. This course will include the principles of group dynamics, developmental stage theories, therapeutic factors of group work, pertinent research family and group methods along with the sociocultural context on family and group therapy. Prerequisite(s): MFT 507, MFT 522, and MFT 620

MFT 667 - Practicum III: Clinical Portfolio

2 credit(s) 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. In addition to the in-class requirements, each student must provide documentation of 225 face to face clinical training hours, 36 total hours of personal therapy and identified clinical training documentation. Prerequisite(s): MFT 580 Research Methods and Critical Analysis, MFT 626 Practicum I, and MFT 628 Practicum II

MFT 670 - Career Development Theories and Techniques

3 credit(s) (elective course offered in addition to MFT required courses for students interested in LPCC) This course will address career development decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

MFT 671 - Complex Trauma and Recovery

3 credit(s) This course will examine complex trauma and its impact on diverse populations of individuals, and families. The course will address those key features of complex trauma, such as; multiple traumas, chronic and prolonged trauma, and developmental trauma disorder. A selection of current theoretical frameworks and evidence-based practices is presented, including cognitive, neurobiological, clinical, and socio-cultural in the trauma studies field. It reviews current assessment and diagnostic challenges and practices with diverse communities. Also included in this class, is the exploration of the professional's response to trauma, vicarious traumatization & self-care, disenfranchised grief, crisis intervention, comorbid disorders, and general treatment issues. It promotes mental health, wellness and recovery-oriented care that utilizes a strength-based approach. Prerequisite(s): MFT 507, MFT 508 or MFT 522

MFT 673 - Historical Trauma

2 credit(s) This course will explore historical trauma and its definitions and origins. Historical trauma, poly-victimization, intergenerational trauma, post-traumatic stress symptoms and ethno violence will be studied in relation to mental health practice and community well-being. This course will study the impact of conquest, colonization, genocide, and slavery on oppressed ethnic populations. This course will expose students to current, culturally defined, evidence based, and emerging practices aimed at mediating the psycho-emotional impact of historical trauma on families. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 525, MFT 535 and MFT 671

MFT 677 - Culture, Attachment, and Trauma

3 credit(s) The cumulative effects of multiple and developmental trauma experiences are examined from the perspective of attachment theory, neurobiology and affect regulation. This course will provide a review of contemporary attachment theory and critically explore the social determinants of trauma manifestation. Culturally diverse attachment practices and behaviors are examined in relation to understanding the interplay between early exposures to trauma, the sequelae of trauma and the cost to society. Prerequisite(s): MFT 507, MFT 508, MFT 522, MFT 555, MFT 535, MFT 671, and 672

MFT 680 - Immigration Trauma

2 credit(s) The experience of trauma during the immigration process is not uncommon and can result in impaired individual and family functioning. Immigration trauma and the stressors of acculturation can have a cumulative effect on the individual and the family. The experiences of family disruption and family separation, migration violence, undocumented immigration status, political refugee status and human trafficking will be examined in this course. The resulting symptomatology of grief and loss, deportation anxiety, separation, and attachment issues, changing family systems, cultural adaptation and the acculturation process will be identified, explored, and discussed in this course in regard to assessment issues and clinical treatment strategies. The sociopolitical context of the immigration experience both with immigration documents and without immigration documents will be examined, and the stressors related to the acculturation process will be integrated into the learning within this course. Prerequisite(s): MFT 535, MFT 671 and MFT 673

MFT 681 - Advanced Topics in Addictions Counseling

1 credit(s) This course is designed as a continuation of MFT 545 and addresses advanced topics in treatment not covered in MFT 545. In this course students review current research and program design with the goal of increasing professional awareness and skills in treating chemical dependent families or individuals. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. This course offers current students and alums an additional 1.0 credit of course content in Addictions counseling. Prerequisite(s): MFT 545 and MFT 670

MFT 682 - Military Trauma and the Family

2 credit(s) This course will prepare graduate level students to understand the culture of the military and its impact on family life and trauma. The course will focus on trauma informed sills in order to address both the physical wounds from combat injuries and the complications of the invisible wounds military personnel carry with them; PTSD, substance abuse, behavioral addictions, suicide, sexual assault, traumatic brain injury, and health related issues. The communities and families that veterans return to will be examined with special attention given to understanding family dynamics from the pre-deployment phase, the separation during deployment phase, and the returning from deployment adjustment phase. Prerequisite(s): MFT 535, MFT 671, and MFT 673

MFT 683 - Advanced Topics in Psychopharmacology

1 credit(s) This course is designed as a continuation of MFT 635 and addresses topics not covered in MFT 635. Current information on the effects of psychotropic medications on various groups including children, the elderly, women, and different racial and ethnic populations are explored in depth. This course addresses the purposes, and the advantages and limitations of specific medications. Relevant treatment modalities and case studies are included. This course offers current students and alumna an additional 1.0 credit of course content in Psychopharmacology. Prerequisite(s): MFT 635 and MFT 670 May be taken concurrently with MFT 670

MFT 685 - Practicum Continuation

0 credit(s) 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 of their therapeutic impact on treatment. The class will also examine ethical, professional, and personal biases that impact the delivery of clinical services. This course carries a fee of one half of the normal charge for a 1 credit course. Prerequisite(s): MFT 626 and MFT 628 and MFT 655.

Organizational Leadership

OLC 500 - Leadership and Organizational Behavior

3 credit(s) This course will explore the nature and importance of leadership as well as the relevant theories and themes that influence leaders and organizations. Leadership is everywhere, and throughout this course we will assess good, bad, and indifferent styles of leadership that you might encounter professionally, socially, and within your community. Most importantly, this course will teach you about yourself as you develop into a leader and seek to integrate effective attributes and behaviors into your own leadership style as you seek to effect positive organizational changes.

OLC 508 - Essentials of Human Resources

3 credit(s) As organizations strive to keep abreast of the changing business environment, it has become increasingly more apparent how important human resources (HR) are in the organization's operational planning and development. In this course you will learn about the management of Human Resources through this broad view of human resource principles and essential practices used today and into the future.
The topics for this course include understanding challenges faced by organizations and their HR Practitioners in the 21st century; talent acquisition, recruitment, and retention; talent development, including learning and development; performance management; compensation and benefits and other rewards; employee relations; diversity and inclusion; HR technology; and 21st-Century trends in HR. The course materials are designed to give the new or experienced leader and manager a good knowledge of how to leverage the Human Resources to strengthen their organization and their leadership practices.

OLC 510 - Data Driven Decision Making

3 credit(s) This course is an introduction to data analytics and its role in decision making. Data Analysis will be used for conducting research with tools and techniques that are commonly used in organizations today. Students will learn the latest methods to apply good data to an organization's overall goals, and how to use that data to make better choices throughout each department within an organization.

OLC 514 - Strategic Planning and Decision Making

3 credit(s) Through an understanding of systems theory and learning organizations, this course will focus on strategic thinking, innovation and creativity. Critical for organizations to ensure viable and robust futures, leaders of today and tomorrow must maximize the skills, talents, and knowledge of its people, while wisely managing its resources.

OLC 521 - Business Principles for Leaders

3 credit(s) This course provides a practical overview of accounting, finance, and economics within which organizations operate. It provides an introductory level of understanding of relevant terminology, concepts and applicable principles for leaders' oversight and responsibilities for leading today's organizations.

OLC 528 - Human Diversity and Ethics

3 credit(s) This course focuses on the influences, challenges and values related to diversity and ethics in the global workplace and the multiple influences on strategic planning, decision making and problem solving. Today's leaders must skillfully navigate relationships with multiple stakeholders, internal and external, while leading with a moral compass while ensuring the sustainability of the organization. Conflict management strategies will be identified and applied through relevant case studies.

OLC 535 - Project Management and Teams

3 credit(s) This course will explore how to lead and manage successful teams during the phases of a project life cycle. You will examine the roles and responsibilities that a project manager has, develop strategies & techniques to enhance your own project communication abilities, and be able to effectively motivate your team to achieve your projects' goals and objectives. Exploration of how to manage both traditional and remote project teams effectively will be analyzed, along with exploring the risk assessment process in project management.

OLC 542 - Managing External Relationships

3 credit(s) This course provides perspectives and skill building for leaders to identify and assess the needs of external stakeholders, necessary to promote the mission and sustainability of the organization. An understanding of the similarities and differences of different types of organizations enhances a leader's ability to build relationships. Collaborative relationship building will be understood through communication strategies spanning interpersonal and intrapersonal perspectives. In addition, the influence of social media and its multiple platforms will be examined.

OLC 548 - Marketing Strategies and Competitive Intelligence

3 credit(s) This course examines basic principles and applications of marketing practices. Students will examine present-day marketing systems and will explore major theories and research findings in the area of consumer behavior. Students will analyze consumer needs and wants to provide customer satisfaction and to maintain positive customer relationships. This course examines the basic concepts and principles in consumer behavior with the goal of understanding how these ideas can drive marketing decision-making.

OLC 650 - Applied Research Project I

3 credit(s) This course requires students to create an Overview for the Applied Research Project, focusing specifically on the project description and setting. Within this first course, students must identify an Organizational Mentor, an Action Research Project Description, and a specific organizational setting. The Overview and Description include the problem statement, rationale for and importance of the project, history of the problem, and proposed methodology. Prerequisite(s): OLC 500, OLC 508, OLC 510, OLC 514, OLC 521, OLC 528, OLC 535, OLC 542, OLC 548 and OLC 548

OLC 650a - ARP Virtual International Internship I

3 credit(s) The virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the OLC courses. Students will work with an international organization on projects for 15- 20 hours per week. The internship provides an opportunity to build professional networks and to gain new knowledge and skills. The internship is completely virtual. Must be taken in sequence with OLC651b, OLC652c to meet degree requirement. Prerequisite(s): OLC 500 Leadership and Organizational Behavior, OLC 508 Essentials of Human Resources, OLC 510 Data Driven Decision Making, OLC 514 Strategic Planning and Decision Making, OLC 521 Business Principles for Leaders, OLC 528 Human Diversity and Ethics, OLC 535 Project Management and Teams, OLC 542 Managing External Relationships and OLC 548 Marketing Strategies and Competitive Intelligence

OLC 651 - Applied Research Project II

3 credit(s) This course deepens the student's understanding of the proposed Applied Research Project in a specific setting through an examination of current research, resulting in the creation of a Review of Literature. Prerequisite(s): OLC 650 Applied Research Project I or HD 671 Leadership & Application: Fieldwork/Internship

OLC 651b - ARP Virtual International Internship II

3 credit(s) The virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the OLC courses. Students will work with an international organization on projects for 15- 20 hours per week. The internship provides an opportunity to build professional networks and to gain new knowledge and skills. The internship is completely virtual. Must be taken in sequence with OLC652c to meet the degree requirement. Prerequisite(s): OLC 500 Leadership and Organizational Behavior, OLC 508 Essentials of Human Resources, OLC 510 Data Driven Decision Making, OLC 514 Strategic Planning and Decision Making, OLC 521 Business Principles for Leaders, OLC 528 Human Diversity and Ethics, OLC 535 Project Management and Teams, OLC 542 Managing External Relationships, OLC 548 Marketing Strategies and Competitive Intelligence and OLC 650a ARP Virtual International Internship I

OLC 652 - Applied Research Project III

3 credit(s) This course requires students to implement the planned Applied Research Project, as explored and examined through ARP Courses I and II, and culminates in a Reflective Paper that describes the results of the Applied Research Project, draws conclusions based on the results, discusses implications for leaders and reflects on what has been learned through the process. Prerequisite(s): OLC 651

OLC 652c - ARP Virtual International Internship III

3 credit(s) This course examines the students' experiences in the virtual international internship (OLC650a, OLC651b) and the organizational leadership and management courses. The course culminates in a paper and presentation that describes the learned experience, and the application of knowledge and skills utilized throughout the internship experience. Must be taken in sequence with OLC650a, OLC651b, OLC652c to meet the degree requirement. Prerequisite(s): OLC 500 Leadership and Organizational Behavior, OLC 508 Essentials of Human Resources, OLC 510 Data Driven Decision Making, OLC 514 Strategic Planning and Decision Making, OLC 521 Business Principles for Leaders, OLC 528 Human Diversity and Ethics, OLC 535 Project Management and Teams, OLC 542 Managing External Relationships, OLC 548 Marketing Strategies and Competitive Intelligence, OLC 650a ARP Virtual International Internship I and OLC 651b ARP Virtual International Internship II

VII 699a - Virtual International Internship

1.5 credit(s) This strengths-based virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. Strengths Finder will be a main component of the course. Must be taken in sequence with VII699b. Both VII699a and VII699b must be taken to receive credit.

VII 699b - Virtual International Internship

1.5 credit(s) This strengths-based virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. Strengths Finder will be a main component of the course. Prerequisite VII699a. Must be taken in sequence with VII699a. Both VII699a and VII699b must be taken to receive credit. Prerequisite(s): VII 699a Virtual International Internship

Social Work

SW 110 - Introduction to Social Work & Social Work Institutions

3 credit(s) Applying a generalist and social justice model with a decolonizing emphasis, this course will address intersectional concerns around power, privilege, resistance, and struggle in relation to social, environmental, and economic justice along with introducing social work methods and theories for facilitating change.

SW 120 - Introduction to Social Work Experience (Practicum)

3 credit(s) This course will introduce social work students to foundational experience in the profession of social work service. This introduction will launch social work majors in acquiring skills and cultivate ethics toward serving a diverse society. 400-420 hours per semester of volunteer service is required.

SW 130 - Social Work Generalist Methods I

3 credit(s) Emphasizing strength-based work with individuals, families, and groups, students will be introduced to generalist methods in social work: relationship building, forming partnerships, describing problems, assessing resources, developing plans, and evaluating progress. In this course, students will also explore personal processes involved in becoming professional support.

SW 210 - Social Work Practice & Human Behavior in the Social Environment I

3 credit(s) This course will emphasize individuals, families, and small groups in contextual models for understanding human experiences. Diversity within human experience and the systemic influences that shape human experience are highlighted.

SW 230 - Social Work Generalist Methods II

3 credit(s) In this course social work students will expand their understanding of generalist methods. Course content will emphasize work with organizations, communities, policy, and society. Prerequisite(s): SW 110 - Introduction to Social Work & Social Work Institutions, SW 120 - Introduction to Social Work Experience (Practicum), SW 130 - Social Work Generalist Methods I and SW 320 - Psychology of Culture, Power, and Inequality

SW 310 - Mapping Communities

3 credit(s) This course aims to begin unpacking some of these relationships around the concept of "community" by conducting a community-based mapping project. Maps can be powerful tools to tell stories and know about communities we live in. By creating a framework to understand and represent our communities better, we can collect, analyze, and represent valuable knowledge about the communities around us. By developing a community-based mapping project with these new technologies, students will reveal new insights about communities that were not so visible before mapping.

SW 320 - Psychology of Culture, Power, and Inequality

3 credit(s) It examines the role played by culture in explaining persistent inequality in the distribution of resources and power. The course will examine the unique inequity processes across different social groups, such as race, class and gender, as well as the intersection of these statuses. The course will introduce key social psychological concepts and apply theories to understand how and why inequality persists in the US. In this class we will cover some of the most important concepts (e.g., stigma) for understanding inequality, and examine several key axes (e.g., gender) along which inequality is created

SW 350 - Social Work Practice & Human Behavior in the Social Environment II

3 credit(s) Contextual models for understanding human experiences, with a particular emphasis on large groups, organizations, communities, and society. Diversity within human experience and the systemic influences that shape human experience are highlighted. Prerequisite(s): SW 110 - Introduction to Social Work & Social Work Institutions, SW 120 - Introduction to Social Work Experience (Practicum), SW 210 - Social Work Practice & Human Behavior in the Social Environment I and SW 320 - Psychology of Culture, Power, and Inequality

SW 410 - Social Work Policy

3 credit(s) Development, formation, implementation. Critical perspective. Analyze major social legislation and develop strategies for improving policies and services.

SW 430 - Principles of Field/Action Research

3 credit(s) This course will focus on developing an understanding and knowledge of interdisciplinary methods and approaches to community action research. Additionally, the course will provide an overview of approaches to research with a focus of Community-based Participatory Research Design. The content of the course will center on issues related to this topic including an expectation that the student will develop an awareness and understanding of self as a researcher and their personal biases. It is expected that the student will develop an ability to identify and access legitimate sources of psychological research. Important features of the course will be learning about community research practice within multicultural settings, knowledge about the inclusion of diverse perspectives in research practice, develop the ability to address issues of social justice in community research and knowledge about ethical research practices.

SW 450 - Social Work Agency Experience (Practicum)

3 credit(s) The Pacific Oaks College Bachelor of Social Work Program (BSW) draws upon its unique context as an institution grounded in its social justice heritage with access to urban, rural, and international practice opportunities, with a purpose to prepare entry-level social work generalists who can provide culturally appropriate practices across diverse populations. This practicum provides supervised generalist social work experience in an agency setting, integrating classroom learning with 112 hours of in-person field practice. Students apply ethical and professional standards; engage in culturally responsive, anti-racist, and anti-oppressive practice; and advance human rights and social, racial, economic, and environmental justice in accordance with the CSWE 2022 EPAS. Through seminar class discussions, reflective assignments, and competency-based field evaluations, students develop skills in engagement,

assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities. Prerequisite(s): SW 230 - Social Work Generalist Methods II and SW 350 - Social Work Practice & Human Behavior in the Social Environment II

SW 470 - Fieldwork I

3 credit(s) The course is the first of two fieldwork courses. This course focuses on applying social work theory to practice in a professionally supervised social service setting, including individuals, families, groups, and communities. This course is educationally designed to provide an opportunity to integrate classroom knowledge with real-world experiences emphasizing the generalist perspective of social work practice. The educationally directed fieldwork experience includes a weekly two-hour online Seminar with a BSW Faculty member to meet the needs of the student and the requirements of the Pacific Oaks College Social Work BSW Program. Prerequisite(s): SW 450 - Social Work Agency Experience (Practicum)

SW 480 - Capstone & Fieldwork II

3 credit(s) This course is designed to be a "culminating" experience in the undergraduate social work degree and a continuation of SW 470. Students will remain in the same agency with the same field instructor to further develop their ethical foundation, skills, knowledge, and understanding of self in delivering social services with multi-level client systems. The educationally directed fieldwork experience includes a weekly two-hour online Seminar with a BSW Faculty member to meet the needs of the student and the requirements of the Pacific Oaks College Social Work BSW Program. Students will create a final assessment portfolio, including artifacts documenting academic/professional growth and personal reflections. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills.
Additionally, students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future. SW 480 is also the second (of two) Fieldwork courses. Students will continue at their previous fieldwork site and incorporate their Signature Assignment from Fieldwork 1 course into their final Capstone project. Prerequisite(s): SW 470 - Fieldwork I

SW 505 - Social Work Practice I - Individuals

3 credit(s)
Practice I introduces students to knowledge and skills for generalist practice with individuals. Students practice key skills that include engagement, interviewing, assessment, contracting, intervention, recording, and the use of consultation and supervision in the context of social work values and ethics and affirming working relationships.

SW 510 - Social Work Practice II - Families and Groups

3 credit(s) This course is the second in a three-part sequence designed to provide foundation generalist social work practice skills. Continuing the process begun in Generalist Social Work Practice I (SW 505), students are expected to build on skills related to developing professional relationships with clients and relevant others, conducting psychosocial assessments, and implementing empirically based clinical practice. The focus of this course is on selecting and implementing appropriate interventions for work with families and groups. Prerequisite(s): SW 505 - Social Work Practice I - Individuals

SW 515 - HBSE I: Human Development - Change through the Life Course

3 credit(s) This course examines biophysical, psychological, and behavioral domains of human development. Individuals and families' interactions with the environment are emphasized during each phase of the life cycle: infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years. Major theories to

underpin assessment and interventions with individual and family client systems are presented, within the broader context of a systems approach.

SW 520A - Foundation Internship and Seminar IA

1 credit(s) This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. IA will occur in the first 8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 505 - Social Work Practice I - Individuals and SW 515 - HBSE I: Human Development - Change through the Life Course

SW 520B - Foundation Internship and Seminar IB

1 credit(s) This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. IA will occur in the first 8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 505 - Social Work Practice I - Individuals SW 515 - HBSE I: Human Development - Change through the Life Course SW 520A Foundation Internship and Seminar IA

SW 525 - HBSE II: Social Dimensions of Human Behavior

3 credit(s) This course explores the impact of social systems on human behavior in terms of socioeconomic, sociopolitical, and sociocultural forces, from a variety of theoretical perspectives. Examines the ways in which systems promote or deter achievement and maintenance of optimal health and well-being. The effects of prejudice and discrimination on individuals and groups, based on race, ethnicity, gender, affectional orientation, class, or other stigmatizing characteristics are emphasized. Prerequisite(s): SW 515 - HBSE I: Human Development - Change through the Life Course

SW 530 - Research I: Philosophy and Methods

3 credit(s) The first course in the MSW research sequence explores philosophical, ethical, theoretical, and political aspects of research methodologies, including conceptualizing research proposals in decolonizing approaches with diverse communities.

SW 535 - Social Welfare Policy and Analysis

3 credit(s) This course is designed to help students learn the history, mission, and philosophy of the social work profession and the evolution of social welfare policy. Students will develop a beginning level understanding of the development, implementation, and impact of major US social welfare policies and programs. Students will also develop skills in analyzing the ways in which social conditions, values, and ideologies shape the definitions of social problems, the formulation of social policies, and the implementation of policies that impact well-being.

SW 540A - Foundation Internship and Seminar IIA

1 credit(s) This course is a continuation of the SW520 Foundation Field and seminar course and facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice, enhance their professional social work skills, and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. IA will occur in the first 8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 520A - Foundation Internship and Seminar IA and SW 520B - Foundation Internship and Seminar IB

SW 540B - Foundation Internship and Seminar IIB

1 credit(s) This course is a continuation of the SW520 Foundation Field and seminar course and facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice, enhance their professional social work skills, and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. IA will occur in the first 8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 520A - Foundation Internship and Seminar IA, SW 520B - Foundation Internship and Seminar IB and SW 540A Foundation Internship and Seminar IIA

SW 550 - Child and Family Welfare

3 credit(s) Examines child, family, including Indian Child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes advanced practice skills for serving urban indigenous and children of diverse populations. Prerequisite(s): SW 535 Social Welfare Policy and Analysis

SW 560 - Clinical Social Work Practice

3 credit(s) Advanced clinical skills needed to work with individuals, families, and groups in the context of advanced general practice are considered. Evidence-based interventions are examined from an ecological, multicultural perspective. Prerequisite(s): SW 505 Social Work Practice I - Individuals SW 510 Social Work Practice II - Families and Groups SW 515 HBSE I: Human Development - Change through the Life Course

SW 610 - Social Work Practice III - Organizations and Community

3 credit(s) This is the third generalist practice course within the foundation year of the MSW program. Practice III introduces students to theories and skills required for social work practice in organizational and community settings. Using organizations and communities as settings for social work practice and targets of change, and based on social work values and ethics, students learn strategies and skills for assessment and intervention. Conceptual models of macro change are examined including social planning, community organizing, social action, and community/ organizational development and change. Prerequisite(s): SW 505 - Social Work Practice I - Individuals SW 510 - Social Work Practice II - Families and Groups SW 520B Foundation Internship and Seminar IB

SW 620A - Advanced Internship and Seminar IA

2 credit(s) Students integrate and apply the material learned in the classroom and in the foundation internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced internship. The Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. IA will occur in the first

8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 540B Foundation Internship and Seminar IIB

SW 620B - Advanced Internship and Seminar IB

2 credit(s) Students integrate and apply the material learned in the classroom and in the foundation internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced internship. The Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy, and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods. IA will occur in the first 8-week term one and IB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 620A Advanced Internship and Seminar IA

SW 630 - Research II: Qualitative and Decolonizing Research Methods

3 credit(s) Helps students understand and appreciate research as an interpretive approach to developing a knowledge base for social work practice. Students explore qualitative and Indigenous research theories and methods with diverse communities. Prerequisite(s): SW 530 - Research I: Philosophy and Methods

SW 635 - Integrated Clinical Practice

3 credit(s) Theories, skills, and policies in mental health and problematic substance use are considered. Emphasis on partnering for change in intervention/ prevention from a multi-level, multi-system perspective related to diverse communities. Required prerequisite: Prerequisite(s): SW 540B Foundation Internship and Seminar IIB SW 560 - Clinical Social Work Practice

SW 640A - Advanced Internship and Seminar IIA

2 credit(s) In the final semester of the MSW internship students integrate and apply the material learned in the classroom and in prior practicum experiences. Students are expected to demonstrate competence in all nine areas of practice in the advanced internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy, and research. IIA will occur in the first 8-week term one and IIB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 620B Advanced Internship and Seminar IB

SW 640B - Advanced Internship & Seminar IIB

2 credit(s) In the final semester of the MSW internship students integrate and apply the material learned in the classroom and in prior practicum experiences. Students are expected to demonstrate competence in all nine areas of practice in the advanced internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy, and research. IIA will occur in the first 8-week term one and IIB will occur in the second 8-week term of the same semester. Prerequisite(s): SW 640A Advanced Internship and Seminar IIA

SW 645 - Wellness and Sustainability

3 credit(s) Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service. Integrative and mind-body approaches are emphasized. Required prerequisite: Prerequisite(s): SW 635 - Integrated Clinical Practice

SW 650 - Advanced Generalist Practice

3 credit(s) Advanced generalist social work theory and methods relevant for macro-level practice are explored. Skills for engagement, assessment, planning, and evaluation with client systems and diverse populations are explored. Prerequisite(s): SW 610 Social Work Practice III - Organizations and Community SW 635 Integrated Clinical Practice

SW 655 - Master's Capstone Project Development

3 credit(s) The first course in a two-course sequence to aid students in the development of their master's project. Focus is on developing the proposal, IRB, key informants, and agency agreements. Prerequisite(s): SW 660 Program Management and Development

SW 660 - Program Management and Development

3 credit(s) Prepares students for advanced level practice with and within organizations using strengths and empowerment perspectives and social and economic justice principles. Consideration is given to grant writing, program development, and empowering communities to engage in meaningful change with organizations. Prerequisite(s): SW 650 - Advanced Generalist Practice

SW 675 - Master's Capstone Project Implementation

3 credit(s) The second course in a two-course sequence to aid students in the development of their master's project. Focus is on implementing the proposal, evaluating data, and disseminating the results. Prerequisite(s): SW 640A Advanced Internship and Seminar IIA SW 655 - Master's Capstone Project Development

Special Education

SPED 311 - Supervised Early Field Work in a General Education Setting

0 credit(s) SPED 311 provides candidates with 100 hours of supervised clinical practice in an inclusive general education setting with opportunities to observe and work with diverse K-12 learners. During these clinical hours, candidates will learn from and work with a highly qualified mentor teacher through purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching). Candidates will be evaluated three times against the Teaching Performance Expectations (TPEs) through lesson observations by a fieldwork supervisor. SPED 311 is a Pass/Fail 0-unit course with 100 hours required. Candidates must fulfill all course and hours requirements prior to progressing to student teaching.

SPED 312 - Supervised Early Field Work in a Special Education Setting

0 credit(s) SPED 312 provides candidates with 100 hours of supervised clinical practice in a Special Day Class (SDC), Resource Class (RSP) or Non-Public School (NPS) to observe and work with diverse K-12 and through age 22 learners. During these clinical hours, candidates will learn from and work with a highly qualified mentor teacher through purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching). Candidates will be evaluated three times against the Teaching Performance Expectations (TPEs) through lesson observations by a fieldwork supervisor. SPED 312 is a Pass/Fail 0-unit course with 100 hours required. Candidates must fulfill all course and hours requirements prior to progressing to student teaching.

SPED 315 - Transition and Career Planning

3 credit(s) SPED 315 will prepare candidates to focus on the different learning rates of students with support needs across the lifespan. Through the understanding of student lifespan transitions, candidates will learn the unique learning needs of students with mild/moderate support needs and how the role of Case Manager assists in the process.

Candidates will understand the role of self-determination, transitions, alternative assessments, and social skills. The course will provide opportunities for candidates to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate ITPs in order to improve outcomes for students with support needs.

SPED 331 - The Student with Special Needs

3 credit(s) This course prepares candidates to meet the special needs of exceptional students. For the purpose of this course, special needs will apply to any children whose exceptionalities lead to their requiring special attention. Due to change in the CTC standards, children with autism spectrum disorders will be a focus of this course. This course will explore how exceptional groups of learners can be best served in general education using effective instructional strategies, including accommodations, modifications, and differentiated instruction in both inclusive and more restrictive settings. Characteristics of atypical populations will be explored, as well as legal issues and effective teaching strategies to meet the needs of all learners.

SPED 341 - Behavior Intervention and Program Planning

3 credit(s) SPED 341 will explore the relationship between teacher behavior, academic tasks, and classroom environment in encouraging student self-esteem, behavior, and achievement. Various models of behavior management will be discussed from a social systems perspective, including: psycho- dynamic, behavioral, environmental, and constructivist. Classroom behaviors will be analyzed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Candidates will develop skills in designing whole class management systems, as well as individualized behavior programs (positive behavior support plans), collecting data on target behaviors, identifying of replacement behaviors with specific behavioral goals and objectives, and implementing appropriate reinforcement strategies. Autism Spectrum Disorders (ASD) and behavior strategies will also be explored.

SPED 351 - Collaboration and Communication

3 credit(s) This class explores the spectrum of interpersonal and interactive learning skills required of educators serving children and youth with "special needs." This phrase is intended to be inclusive, not exclusive, and respect all individuals who receive instruction and services covered by special education law and other laws that provide for services and instruction beyond what is offered in the typical general education program. Children with autism spectrum disorders will be a focus in this course. The following topics will be covered in this class: problem solving, empathic listening, mediation, and conflict resolution; effective communication strategies with IEP team members; counseling strategies; and cross-cultural issues. Cross-cultural issues, including bilingual and bicultural considerations will be integrated throughout the course.

SPED 359 - Assessment Methods in Special Education

3 credit(s) SPED 359 will cover formal and non-formal evaluation methods to assess students with Mild to Moderate support needs that include standardized Formal Assessment, informal assessment, and alternative assessment and case studies. Formal Assessment data collection, summative and formative assessment, as well as Case Management duties will be included. There will be a focus on the importance of individual evaluation for referral, ongoing IEP and ITP development, classroom environment, individualizing assessment and instruction to meet the needs of a range of learners. Laws pertaining to Special Education will be included to ensure due process and ethical practices which include Individuals with Disabilities Education Act (IDEA) and Free Appropriate Public Education (FAPE).

SPED 361 - Instructing Students with Mild to Moderate Support Needs

3 credit(s) SPED 361 will examine the principles and the techniques for monitoring the academic progress of students with mild to moderate support needs. Emphasis will be placed on the selection of developmentally appropriate curricula that can be examined, adapted, implemented, modified, and evaluated using a variety of evidence-based

pedagogical approaches. The course also will examine the implications of both cultural and linguistic diversity. Through learning to modify materials, creating instructional strategies, and developing compliant Individualized Educational Programs (IEPs) as a Case Manager, candidates will become capable of providing equitable opportunities for students with mild to moderate support needs with a variety of social, emotional, communication, and cognitive abilities. SPED 361 will have 45 total course hours with 30 hours of instruction time and 15 hours of online instruction using Canvas.

SPED 391 - Directed Teaching I

3 credit(s) In SPED 391, the candidate will experience a broad range of service delivery options and demonstrate their competencies in CCTC standards through direct teaching and assignments. The candidate will demonstrate skills in assessment and instruction of students with mild to moderate support needs. Candidates will demonstrate competencies in lesson plan development, educational technology, and curriculum adaptation through a videotape lesson analysis assignment and signature assignment. Case Management and application of Formal Assessment will be a central focus of observations and collaboration with the cooperating teacher and the field supervisor.

SPED 392 - Directed Teaching II

3 credit(s) In SPED 392, the candidate will experience a broad range of service delivery options and demonstrate their competencies in CCTC standards through directed teaching and assignments. The candidate will demonstrate skills in differentiated instruction by altering assessment and designing classroom management to serve students with mild to moderate support needs. Candidates will demonstrate their competencies in classroom management, educational technology, lesson plan development, and curriculum adaptation. Case Management and application of Formal Assessment will be a central focus of observations and collaboration with the cooperating teacher and the field supervisor.

SPED 501 - Supervised Early Field Work in a General Education Setting

0 credit(s) SPED 501 provides candidates with 100 hours of supervised clinical practice in an inclusive general education setting with opportunities to observe and work with diverse K-12 learners. During these clinical hours, candidates will learn from and work with a highly qualified mentor teacher through purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching). Candidates will be evaluated three times against the Teaching Performance Expectations (TPEs) through lesson observations by a fieldwork supervisor. SPED 501 is a Pass/Fail 0-unit course with 100 hours required. Candidates must fulfill all course and hours requirements prior to progressing to student teaching. $175 fee

SPED 502 - Supervised Early Field Work in a Special Education Setting

0 credit(s) SPED 502 provides candidates with 100 hours of supervised clinical practice in a Special Day Class (SDC), Resource Class (RSP) or Non-Public School (NPS) to observe and work with diverse K-12 and through age 22 learners. During these clinical hours, candidates will learn from and work with a highly qualified mentor teacher through purposeful, planned interactions, guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching). Candidates will be evaluated three times against the Teaching Performance Expectations (TPEs) through lesson observations by a fieldwork supervisor. SPED 502 is a Pass/Fail 0-unit course with 100 hours required. Candidates must fulfill all course and hours requirements prior to progressing to student teaching. $175 fee

SPED 529 - Advanced Studies of Transition and Career Planning

3 credit(s) This course will address various current issues adolescents with special needs face, including physical, emotional, and social change and development. The course content will focus on the concept of transition as a life-long process with emphasis on advanced content topics including theoretical perspectives and conceptual methods, quality

of life, family issues, person-centered planning, and self-determination. Also, candidates will learn how to conduct appropriate formal and information transition assessments and incorporate assessment results into ITP planning through collaboration with other educational and community agencies involved in the transition process.

SPED 541 - Advanced Studies of Behavior Intervention and Program Planning for Students with Special Needs

3 credit(s) 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: psychodynamic, 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. Prerequisite(s): SPED 531

SPED 562 - Studies of Assessment in Special Education and Transition Planning

3 credit(s) SPED 562 will cover formal and non-formal evaluation methods to assess students with Mild to Moderate support needs that include standardized Formal Assessment, informal assessment, alternative assessment, and case studies. Also, there will be a focus on the importance of the individual evaluation for referral, ongoing IEP and ITP development, classroom environment, individualizing assessment, and instruction to meet the needs of a range of learners. Laws pertaining to Special Education will be included to ensure ethical practices and due process which include Individuals with Disabilities Education Act (IDEA) and Free Appropriate Public Education (FAPE).

SPED 591 - Directed Teaching Placement I

3 credit(s) In SPED 591, the candidate will experience a broad range of service delivery options and demonstrate their competencies in CCTC standards through directed teaching and assignments. The candidate will demonstrate skills in assessment and instruction of students with mild to moderate support needs through creating, evaluating, analyzing, and applying concepts learned from previous course work in the program. Candidates will demonstrate their competencies in lesson plan development, educational technology, and curriculum adaptation through a videotape lesson analysis assignment and signature assignment. Case Management and application of Formal Assessment will be a central focus of observations and collaboration with the cooperating teacher and the field supervisor.

SPED 592 - Directed Teaching Placement II

3 credit(s) In SPED 592, the candidate will experience a broad range of service delivery options and demonstrate their competencies in CCTC standards through directed teaching and assignments. The candidate will demonstrate skills in differentiated instruction by altering assessment and designing classroom management to serve students with mild to moderate support needs through creating, evaluating, analyzing, and applying concepts learned from previous course work in the program. Candidates will demonstrate their competencies in classroom management, educational technology, lesson plan development, and curriculum adaptation. Case Management and application of Formal Assessment will be a central focus of observations and collaboration with the cooperating teacher and the field supervisor.

SPED 642 - Advanced Studies of Assistive Technology & Transition

3 credit(s) This course addresses a variety of subtopics, including current legislation, funding, assessment, resources, and curriculum related to assistive technology (AT) and transition to adulthood. Candidates will learn about advancements in technologies and services that can support a person with a disability to reach individual academic,

employment, and daily living goals. Candidates will develop skills in administering assistive technology and vocational assessments and will develop appropriate goals and lessons for student success in school-related or post-secondary tasks. Emphasis will be on working with students who have learning, cognitive, communication and sensory disabilities that cause difficulties in academics, memory, organization, communication, self-help, movement, hearing, and vision.

MLS 410 - The American Legal System

3.0 credit(s) This course will introduce students to the Anglo-American system of law including sources of law such as Constitutions, statutes, case law, common law and regulations; the structure, jurisdiction, and functions of U.S. courts at both the federal and state levels; the role of law in American society; and the roles and responsibilities of legal professionals.
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

MLS 415 - Legal Fundamentals

3.0 credit(s) This course will survey the fundamental legal principles of American law in the areas of torts, contracts, criminal law, constitutional law, property, family law, and ethics. The development of the law will be explored, from common law roots to more recent legislation and judicial decisions, culminating with discussion of current legal topics in each area and their implications for the workplace and society.
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

MLS 430 - Litigation & its Alternatives

3.0 credit(s) This course explores the proceedings by which criminal and civil matters are litigated, and alternative strategies such as plea bargaining, restorative justice, negotiation, private and court-ordered commercial arbitration, private judging, mediation, negotiation, and neutral evaluation. After examining litigation alternatives, students will compare the costs and consequences of the various strategies to individuals and society.
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

MLS 435 - Research and Advocacy

3.0 credit(s) In this course students will learn the basics of how to perform legal research to identify and understand federal and state laws and then make the transition to oral and written communication in legal contexts. Students will gain an understanding of the underlying goals and implicit concerns involved in interactions among clients, legal counsel, legal adversaries, judges and juries.
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

MLS 440 - Administrative Process

3.0 credit(s) This course examines the roles of administrative agencies in promulgating, administering, and enforcing regulations. After considering the relationship of agencies to the judicial and legislative branches of government, students will study the rulemaking process, modes of administrative adjudication and judicial review of agency decisions. Topics for discussion will include effective strategies for contributing to the rulemaking process and regulatory compliance audits.
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

MLS 502 - Global Relationships

3.0 credit(s) This course is a study of the legal rules surrounding the hiring, treatment, and termination of employees, their application in the workforce, and administrative and legal remedies for violations. The course covers Title VII of the 1964 Civil Rights Act, the Americans with Disabilities Act, and other federal and state laws concerning employment discrimination and wrongful discharge. Topics include workforce policies, staff manual provisions, employee evaluations, and employment litigation. Concentration: *Frontiers*
Please note: ALL MLS Courses are conducted online, in collaboration with The Santa Barbara and Ventura Colleges of Law.

VII 499b - Virtual International Internship

2 credit(s) This strengths-based virtual international internship experience provides the student with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks. Strengths Finder will be a main component of the course. Course can be taken up to three times for credit, with approval. Prerequisite VII499a. Must be taken in sequence with VII499a. Both VII499a and VII499b must be taken to receive credit. Prerequisite(s): VII 499a Virtual International Internship