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

Pacific Oaks College
Academic Catalog
2010 - 2011

School of Education Bachelor of Arts Programs

-- April 2011 Addendum --

“One’s work may be finished some day, but one’s education never.”
Alexandre Dumas, pere
The purpose of this Academic Catalog Addendum is to amend the 2010-2011 Pacific Oaks College Academic Catalog.

Catalog Notice

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

International Student Admission

Modification & Addition: Based on U.S. Homeland Security regulations, international students applying for admissions to the online program will not be issued student visa. International students who have applied for their student visa and who wish to obtain sponsorship must apply for and be enrolled full-time at the Pasadena location.

Non-matriculating Student Status

Modification & Addition: College classes may be taken by non-matriculating students (not seeking a degree, credential, or certificate) on a space-available basis and subject to Program Chair approval. Applicants seeking to enroll in undergraduate-level courses must be high school graduates or have a GED. Applicants seeking to enroll in graduate-level courses must hold a baccalaureate or advanced degree. Non-matriculating applicants must complete the admissions application and submit the application fee. Apply as a non-matriculating student by contacting the Admissions Office at (800) 684-0900.

Online Learning: Programs Fully Online

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

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

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

B.A. Program Learning Outcomes

PLO #1 Students will be able to create inclusive learning environments that promote developmental, cultural, and linguistic diversity
PLO #2 Students will be able to develop relationships with families and communities to facilitate learning in early childhood
PLO #3 Students will be able to use research to inform the observation, documentation, and assessment of the behavior of young children
PLO #4 Students will be able to identify and integrate key theories, models, and concepts related to early childhood development and education
PLO #5 Students will be able to actively engage in early childhood education settings and apply content knowledge to develop relevant and educationally sound curriculum

B.A. Program Requirements:

Modification: A minimum of 120 semester credits is required to earn the Bachelor's degree in Early Childhood Education. A minimum of 30 of those credits must be
completed through Pacific Oaks course work to fulfill the requirements for the Bachelor’s Degree in Early Childhood Education. Applicants should have at least 60 transferable semester credits and may transfer in up to 90 credits towards the 120 required for B.A. completion.

Modification for the fully online program: Students enrolled in the fully online B.A. Early Childhood Education degree programs will complete the following courses. The below list reflects the courses required for completion, not necessarily the sequence in which they must be completed. Courses are delivered 100% online, and unless otherwise-noted are each 7 ½ weeks in length.

**DEVELOPMENT**
- ECE300 Early Childhood Foundations (3)
- ECE310 Inquiry in Context (3)
- ECE365 Technology in Early Childhood Education (3)

**DIVERSITY**
- ECE320 Creating Inclusive Learning Environments (3)
- ED330 Language and Literacy in a Diverse Classroom A (3)
- ED331 English Learner Methodologies in a Diverse Classroom B (3) (prerequisite ED330)
- HD390 Developing Anti-Bias Curriculum (3)

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

**RESEARCH**
- ED323 Introduction to Fieldwork (1)
- ED324 Fieldwork I (1) (prerequisite ED323)
- ED325 Fieldwork II (1) (prerequisite ED324)
- ED391 Supervised Practicum in Early Childhood Education
- SERV300 Culture-Centered Service Learning (3)

**PRAXIS**
- ED342 Developing Mathematical Thinking (3)
- ED360 Integrating Curriculum: Science, Social Studies, and the Arts (3)
- ED370 Health, Safety, and Nutrition (3)

**ELECTIVES** (Four of the five required)
- ECE370 Infants and Toddlers (3)
- HD306 Play in Childhood (3)
- HD 432 Children’s Literature (3)
- SPED350 Collaboration and Communication for Special Educators (3)
- SPED 360 Instructing and Assessing Students with Mild/Moderate Disabilities (3)

**B.A. in Early Childhood Education, with Multiple Subjects Credential**

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

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

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

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

PRAXIS
ED342 Developing Mathematical Thinking (3)
ED360 Integrating Curriculum: Science, Social Studies, and the Arts (3)
ED370 Health, Safety, and Nutrition (3)

B.A. in Early Childhood Education, with Multiple Subjects and Education Specialist Credential (Dual Credential)

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

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

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

RESEARCH
ED320 TEP Practicum A online + 25 hours (fieldwork) (1)
ED321 TEP Practicum B online + 25 hours (fieldwork) (1)
ED322 TEP Practicum C online + 25 hours (fieldwork) (1)
**Course Descriptions**

**ECE300 Early Childhood Foundations**  
3 Credits  
This course explores the relationship between psychological theory and practice in education. It provides an overview of the application of fundamental principles of psychology to the teaching and learning process of children. The course covers topics such as theories of cognitive development, motivation, and classroom instruction.

**ECE310 Inquiry in Context**  
3 Credits  
This course emphasizes the importance of observation, documentation, and assessment of children within the various contexts in which they exist. The course introduces the concept of inquiry as a professional stance, or a way of knowing and being in the world of educational practice, that informs curriculum development, instruction, and assessment. The course focuses on methods of observation, documentation, and other strategies designed to appropriately assess, monitor, and plan experiences in early childhood. With an emphasis on understanding the influence of the multiple contexts in which children construct meaning, students will also learn about authentic assessment, practitioner research, and emerging concepts that promote advocacy for children within larger social, political, and cultural contexts. Informed by observation and personal reflection, students will learn about the reciprocal nature of teaching and learning and how to create learning opportunities that are accessible to all students.

**ECE320 Creating Inclusive Learning Environments**  
3 Credits  
This course explores values, policies and practices that support the right of every infant and young child (and his or her family) to participate in a broad range of activities and contexts. Students will be introduced to issues of power and privilege; theories and models of cultural diversity; and educational policy related to issues of access and equity. The focus of the course is to integrate knowledge of various cultural frameworks into the development of inclusive learning environments that provide access to early childhood education in a diverse society.

**ECE340 Social, Emotional, and Moral Development in Early Childhood Education**  
3 Credits  
This course will examine core concepts of social, emotional, and moral development, including attachment, temperament, personality, identity, and social competence. The works of such theorists as Erikson, Vygotsky, Bowlby, and Kohlberg will be critically analyzed, and students will be introduced to current research in the field of early childhood development.

**ECE350 Art, Music, and Movement in Early Childhood**  
3 Credits
Through activity-based instruction, this course introduces students to creative experiences designed to help early childhood educators develop curriculum in art, music, and movement. Students will also study the physical and motor development of young children.

ECE360 Family, School, and Community in Early Childhood Education
3 Credits
This course examines the requisite knowledge and skills for successfully establishing, supporting, and maintaining respectful collaborative relationships between today’s diverse families, schools/centers, and community resources. Students will also be introduced to inclusive programs for children and schools that serve young children with and without special needs.

ECE365 Technology in Early Childhood Education
3 Credits
This course provides an introduction to the use of technology to facilitate teaching and learning in early childhood education. The course focuses on the effective use of instructional media and computers in the classroom. Emphasis is placed on the selection, operation, and evaluation of hardware and software for educational use with young children.

ECE370 Infants and Toddlers
3 Credits
This course examines and analyzes theoretical frameworks and contemporary research on infant and toddler development (prenatal - 2 years). Emphasis will be placed on the developmental milestones of infancy and toddlerhood. Students will explore the environmental influences on development such as parenting, poverty, second language acquisition, disability, prejudice, and policy.

ED300 Early Childhood Foundations
1 Credit
This course focuses on broad educational issues of structures, policies, equity, and what it means to be a teacher in a public school. Federal, state, and local structures; governance and demographics; education finance; standardized testing; teacher associations; California laws; school reform trends; and professional development are central topics in this course. Students visit a public elementary school, and based on this visit, write a mini-ethnography.

ED320 TEP Practicum A online + 25 hours
1 Credit
In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the first of a 3-part fieldwork series, which must be completed in sequence.

ED321 TEP Practicum B online + 25 hours
1 Credit
In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for
reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the second of a 3-part fieldwork series, which must be completed in sequence.

ED322 TEP Practicum C online +25 hours
1 Credit
In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Students select an approved fieldwork site from the list provided by the department, and obtain permission from the site supervisor prior to starting their fieldwork. Students complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Students keep a journal for reference during in-class interactions. Students also use this fieldwork setting as a place to practice what they are learning in other courses. Topics in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; the classroom management plan; what works for which children and whether some children are regularly marginalized; the schedules for days and weeks; and paraprofessional and parent participation. This course is the third of a 3-part fieldwork series, which must be completed in sequence.

ED323 Introduction to Field Work
1 Credit
In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this introduction to fieldwork, students learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED324 Fieldwork I
1 Credit
In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this second fieldwork course, students continue to learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED325 Fieldwork II
1 Credit
In this course, students focus collaboratively on the early childhood education setting as a unit of observation, reflection, and practice. Within the context of this course, students will observe classrooms in a variety of education settings across the early childhood age span (birth – 8 years) via video clips and other instructional media. In this second fieldwork course, students continue to learn the fundamentals of observation and documentation and will participate in group discussions and self-reflection exercises to integrate their learning experiences.

ED330 Language and Literacy A
3 Credits
This semester three-unit course focuses on the historical, theoretical, and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and Standards into a program that also draws on children’s real-life experiences and knowledge about language. In a language environment
that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children’s literature, enrichment versus deficit models of schooling, and analysis of classroom discourse.

ED331 English Language Methodologies B
3 Credits
This three-unit course is second in a two-course sequence. It focuses on the historical, theoretical, and practical aspects of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and ELD standards into a program that also draws on children’s real-life experiences and knowledge about language and literacy. In an environment that parallels that of a dynamic elementary school classroom, students will explore language, literacy, and content acquisition for English learners through readings, discussions, activities, reflection, and classroom observations. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include primary and second language acquisition, the role of language in learning, SDAIE strategies, lesson planning, inclusion, student assessment, differentiation of instruction, enrichment versus deficit models of schooling, and analysis of classroom discourse. Prerequisite: ED 330 Language and Literacy in a Diverse Classroom.

ED342 Developing Mathematical Thinking
3 Credits
This course focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, brain research, and Gardner, emphasis will be placed on the implications of a constructivist theory in terms of the role of the teacher, the classroom environment and student learning. Participants will therefore actively apply cognitive theoretical content to mathematics instruction. The unique needs of English language learners and children with special needs will be addressed throughout the course. This course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learning-centered curriculum.

ED360 Integrating Curriculum: Science, Social Studies, and the Arts
3 Credits
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. Students will review CA Frameworks and Standards, and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate the arts.

ED370 Health, Safety, and Nutrition
3 Credits
This course is built around the belief that building a classroom community promotes the social and academic growth of pupils. Through study, collaborative learning, and reflection, students will explore how safe, caring and respectful environments, student rights and responsibilities, cooperation, collaboration, choice, self-assessment and home-school communication impact the classroom community. Students will 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.
ED 390 Multiple Subjects English Language/ESC Directed Teaching
3 Credits
Student teachers work in grades Kindergarten, Primary (1-3), or Upper (4-6) at a public [or non-public, when approved] elementary school in a CLAD placement of approximately 300 hours. Beginning by teaching approximately two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of curricular planning, implementation, assessment, and classroom management.

HD 306 Play in Childhood
3 Credits
This course is an exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage children in using the skills that are pre-requisites for academic learning. Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be examined. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

HD 390 - Developing Anti Bias Curriculum
3 Credits
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.

SERV 300
3 Credits
In this course, students combine culture-centered community service with critical, reflective thinking to further develop in terms of professional practice and advocacy. In consultation with the instructor, students will identify a community-based project or service directly related to a particular cultural group. Students will complete the project/service within the context of an institutional study abroad experience or an approved domestic service learning experience.

SPED 330 The Child with Special Needs
3 Credits
This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. Characteristics of atypical populations will be explored, as well as effective teaching strategies to meet the needs of all learners.

SPED 340
3 Credits
This course explores the relationship between teacher behavior, academic tasks and classroom environment in encouraging and discouraging student self esteem, behavior and achievement. Four models of behavior management will be discussed from a social systems perspective: psycho-dynamic, behavioral, environmental, and constructivist. Analysis of behavior will be discussed in relation to antecedents and consequences of target behaviors as high-lighted by a case study approach. Teacher candidates will develop skills in designing whole class management systems, as well as individualized programs (positive behavior support plans) consisting of data collection on target behaviors, identification of replacement behaviors with specific behavioral goals and objectives, and appropriate reinforcement strategies.
SPED350 Collaboration and Communication for Special Educators
3 Credits
This class explores the spectrum of interpersonal and interactive learning skills required of educators. Time will be taken to investigate how “to develop skills in problem solving, empathic listening and conflict resolution.” Emphasis will be placed on effective communication strategies with students, with and without disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other IEP team members to develop, implement and evaluate individual student programs, including transition plans. Counseling strategies to enhance the parent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations will be integrated throughout the course.

SPED360
3 Credits
This course examines principles and techniques for instructing and assessing academic progress of young children with mild to moderate disabilities. Emphasis will be placed on the selection of developmentally appropriate curriculum, the collection of assessment data from various sources, and the interpretation of assessment results. The course focuses on inclusion and will examine the implications of cultural and linguistic diversity on instruction and assessment of students with mild to moderate disabilities. Curriculum planning will be discussed with a focus on accommodating learners, modifying materials, and developing compliant individualized educational plans (IEPs).