



ACADEMIC CATALOG & STUDENT HANDBOOK



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Welcome Letter from the President

Dear Students,

Welcome to the Pacific Oaks Family!

At Pacific Oaks College, there is a strong sense of community amongst our faculty, staff, students, and alumni. Founded nearly 70 years ago by a small group of Quaker families, the College has remained dedicated to the fundamental Quaker principles of inclusion, social justice, and the valuing of every human being.

Pacific Oaks has a long history of serving non-traditional and adult students and has become known and recognized for its progressive approach to teaching and learning—valuing real-world experiences in addition to academic achievements. This philosophy is embodied in the school’s Experiential Learning approach, and is put into practice through opportunities such as the Credit for Learning from Experience option which allows students to waive academic credit for real-world experiences.

Pacific Oaks College is committed to your learning and success. Educational processes and outcomes are aimed at transformational learning to support your holistic development. The College’s academic programs enable graduates to serve children and families in our increasingly diverse world in the fields of human development, counseling, education, early childhood education, and teacher credentialing. The information contained in this catalog is intended to provide an overview of the College’s Educational programs, services, and student learning outcomes. We encourage you to use this as a resource for the College.

Pacific Oaks is known for its Educational philosophy of valuing the unique identity and potential of every individual while recognizing that personal growth is a life-long dynamic process. I am pleased that you have chosen to continue your journey and grow with us at Pacific Oaks.

Sincerely,

Ezat Parnia, Ph.D.
President, Pacific Oaks College & Children’s School

Table of Contents

Welcome Letter from the President	2
Mission Statement	6
Accreditation	7
Academic Programs Offered at Pacific Oaks College	8
Admissions Policies	9
Undergraduate Admissions	9
General Education requirements for Undergraduate Degree Students	12
Credit for Learning from Experience (CLE)	14
Graduate Admissions	15
Financial Aid and Student Accounts Policies	20
Academic Policies and Procedures	25
Student Enrollment and Support Policies	46
Student Resources	73
Center for Student Achievement, Resources, and Enrichment (CARE)	73
Safety and Security Policies	82
School of Human Development	90
Bachelor of Arts in Human Development.....	90
Master of Arts in Human Development.....	95
School of Cultural and Family Psychology	122
Master of Arts in Marriage and Family Therapy.....	122
Master of Arts in Marriage and Family Therapy with a Specialization in African-American Family Studies.....	122
Master of Arts in Marriage and Family Therapy with a Specialization in Latina/o Family Studies	122
Master of Arts in Marriage and Family Therapy with a Specialization in Trauma Studies.....	123

MFT Clinical Training Program	129
School of Education	147
Bachelor’s Completion Programs	147
Bachelor of Arts in Early Childhood Education	147
Bachelor of Arts in Early Childhood Education with Credit for Learning from Experience (CLE).....	151
Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization.....	155
Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization with Credit for Learning from Experience (CLE).....	160
Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Teaching Credential.....	164
Bachelor of Arts in Early Childhood Education with a Dual Teaching Credential.....	168
Master of Arts in Early Childhood Education.....	172
Master of Arts in Early Childhood Education with Trauma Specialization	176
Master of Arts in Education with Preliminary Education Specialist Teaching Credential (Mild/Moderate Disabilities).....	179
Master of Arts in Education with Preliminary Multiple Subject Teaching Credential (California)	183
Preliminary Multiple Subject Teaching Credential (California)	187
Preliminary Education Specialist Teaching Credential (Mild/Moderate Disabilities) (California)	191
Credentialing Information	195

Welcome from the Student Government Association

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

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

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

Effective as of October 3, 2014

Mission Statement

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

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

Vision

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

Values, Goals, and Objectives

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

People

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

Diversity

We value and promote the diversity of our work force. In our Quaker tradition, we actively seek out diversity in our students and employees.

Social Justice

We strive to ensure and to teach the principles of equal opportunity and fairness for all and to recognize the ways in which theories, practices, and institutions can be biased and oppressive.

Participatory decision-making

We work to ensure participation in decision making, where and when appropriate. We value the input from diverse and varying perspectives to ensure we remain true to our mission.

Institutional core competencies

The curriculum within the School of Human Development, School of Education, and the School of Cultural & Family Psychology is organized around five areas in which students are expected to be competent.

The competencies are as follows:

Development

Understanding of developmental theories.

Diversity

Understanding and valuing diversity, including an anti-bias approach.

Communication

Ability to communicate with others in an effective and connective way.

Research

Ability to collect, process, and evaluate data through research.

Praxis

Ability to observe, critically reflect, implement theories, and empower others. These classes introduce active learning, as well as Subject areas. Since the core classes also help students define their own areas of interest and learning needs, these classes should be taken early in a student's program at Pacific Oaks.

Accreditation

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

Catalog Notice

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

Definitions

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

Academic Programs Offered at Pacific Oaks College

Undergraduate

School of Human Development

- »B.A.-completion in Human Development

School of Education

- »B.A. – completion in Early Childhood Education
- »B.A. – completion in Early Childhood Education with a specialization in Trauma Studies
- »B.A. – completion in Early Childhood Education with Preliminary Multiple Subject Credential
- »B.A. – completion in Early Childhood Education with Dual Credential

Online Programs

- »B.A. – completion in Early Childhood Education
- »B.A. – completion in Human Development
- »B.A. – completion in Early Childhood Education with Preliminary Multiple Subject Credential
- »B.A. – completion in Early Childhood Education with Dual Credential

Graduate

School of Human Development

- »M.A. in Human Development

School of Education

- » M.A. in Education with Preliminary Multiple Subject Teaching Credential
- » M.A. in Education with Preliminary Education Specialist Credential
- »M.A. in Early Childhood Education
- »M.A. in Early Childhood Education with a specialization in Trauma Studies
- »M.A. in Curriculum and Instruction
- » Preliminary Multiple Subject Credential
- » Preliminary Education Specialist Credential

School of Cultural and Family Psychology

- »M.A. in Marriage and Family Therapy
- »M.A. in Marriage and Family Therapy with a specialization in African American Studies
- »M.A. in Marriage and Family Therapy with a specialization in Latina/o Family Studies
- »M.A. in Marriage and Family Therapy with a specialization in Trauma Studies

Online Programs

- » M.A. in Education with Preliminary Education Specialist Credential
- » M.A. in Early Childhood Education
- » M.A. in Curriculum and Instruction

Admissions Policies

Undergraduate Admissions

Pacific Oaks offers upper division courses at the undergraduate level. Applicants must be able to critically analyze literature and situations, and possess strong oral and written communication skills. Consideration is given to the potential to succeed in an experiential academic program. Please see the School section for information about additional admissions requirements for a program.

Undergraduate Enrollment Status Requirements

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

Full-time	Part-time	Less than Half Time
12+ units	6-11 units	5 or fewer units

Transfer Policy for Undergraduate Coursework

Applicants wishing to enter the bachelor's degree completion programs of Pacific Oaks College are required to submit all official transcripts to the office of the Registrar prior to matriculation. Applicants who are granted transfer of credit after the Add/Drop deadline due to late submittal will be held to the School's refund schedule.

The decision to accept transfer credit resides solely with the respective school. Approved transfer credit will be posted to the student's POC transcript after s/ he has registered and remained in residence through the Add/Drop deadline. Submitted transfer credit paperwork will be held for processing until the first week of the semester has been completed. 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.

Transfer Credit Policy

Undergraduate Coursework

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

Transfer of credit is subject to the following conditions:

1. Transferred course credit is restricted to undergraduate level, degree applicable courses from a regionally accredited degree granting institution. All credit falling outside these requirements will not be used.
2. Transfer credit excludes credit from College Level Examination Program (CLEP) and Credit for Learning from Experience (CLE).
3. International students may be subject to a different process depending on the countries from which they've earned their credits.

4. Students with credit from multiple institutions will need to provide the School with an official transcript from each institution. Pacific Oaks College will not accept third party evaluations.
5. Multiple transcripts from different institutions will be evaluated based on the A.A./A.S. or B.A./B.S. granting institution's transcript to avoid double dipping.
6. Courses that cross Multiple Subject areas may not be split for credit.
7. Students who have completed university extension credit are not guaranteed that the courses will be transferred to Pacific Oaks.
8. 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 Program. Pass/Fail or Credit/No Credit courses are eligible only if the course can be verified as a C (2.0) or higher.
9. 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.
10. All courses are required to be college level, degree applicable, and not designated as developmental or remedial in nature.
11. 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.
12. Number of credits earned for the course being submitted as transfer credit must match or exceed the number of credit hours for the requested course. Example: POC is on a semester system. 4.5 quarter credit hours are required in order for three semester hours to be awarded for a transferred course on the quarter system.
13. When credit through examination is awarded; it is not included in the grade-point average.
14. After matriculation, students may take approved outside standardized exams (International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES Subject Standardized Exams (DSST), etc.) only once for credit. If they do not receive passing scores, they will be required to complete the necessary course work.
15. 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.
16. Limitations on age of transfer credit determination will be decided by the Associate Deans upon consultation with the Provost's Office at the time of transfer.
17. Military/Veteran students must submit all official transcripts from an accredited institution and have their transfer credit evaluated at the time of their admissions.

A 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.

In order 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. A student who has a financial hold at the sending institution will not be eligible for a transcript review.

An official transcript is defined as a document that has been 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

Official Transcript Deadlines:

New bachelor completion students in Human Development or Early Childhood Education programs are required to have a minimum of 60 transferable units (with a maximum of 12 contingency hours allowed) posted to their permanent record by the end of the add/drop week of their first semester or term. Students are required to have all official transcripts reflecting these credits on file and posted to their permanent record by this time or the student will be removed from any courses they may have been registered for and placed in a No Show status.

Students with additional admission contingencies that have not been completed prior to matriculation to Pacific Oaks College will have up until the end of their first academic year (three semesters or six seven-week terms) and prior to the start of their final semester at Pacific Oaks to submit all remaining contingencies (including but not limited to: transfer credits, official transcripts, test scores etc.) to be posted to the student's permanent record. Students who do not meet this requirement by this time will be administratively withdrawn from the institution.

Students who choose to complete coursework or Prior Learning Assessment beyond the 60 units required for admission will have until the first academic year (three semesters or six seven-week terms) and prior to the start of their final semester at Pacific Oaks to complete the additional Prior Learning Assessment or transfer work. Official transcripts are required to be on file with the Registrar's Office by the end of add/drop of the student's 5th semester or 8th session.

Residency Requirement:

Matriculated students will fulfill all degree requirements through courses offered at Pacific Oaks College. Students who have previously completed coursework they feel is equivalent to the upper division bachelor courses in the final 30 semester hours offered by POC should refer to the course substitution/wavier policy for more information.

International Student Undergraduate Transfer Credit Policy:**International Student Transfer Credit**

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. 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
- 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 courses, grade, and lower/under division breakdown and with U.S. degree equivalency

- Evaluation of student's transcripts completed by an National Association of Credential Evaluation Services (NACES <http://www.naces.org/members.htm/>) or the Association of International Credential Evaluators, Inc. (AICES <http://www.aice-eval.org/>)

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.

General Education requirements for Undergraduate Degree Students

Upon entry, Pacific Oaks College will require prospective students to have the following minimum General Education requirements completed through an Associate's degree or equivalent credit.

Subject Area	Required Courses	Units Required
1/ English Communication One course in English composition	2 courses	6 semester units
2/ Mathematical Concepts and Quantitative Reasoning If there is no eligible transfer credit for this course, it must be taken at Pacific Oaks as an elective	1 course	3 semester units
3/ Arts and Humanities Three courses with at least one from the arts and one from the humanities	3 courses	9 semester units
4/ Social and Behavioral Sciences Three courses from at least two disciplines, or an interdisciplinary sequence	3 courses	9 semester units
5/ Physical and Biological Sciences One physical science course and one biological science or life science course, at least one of which includes a laboratory	2 courses plus lab component	7-9 semester units
Total:	11 courses	34 semester units

Prior Learning Assessment (PLA):

Pacific Oaks College recognizes that students can obtain college level learning in a variety of ways outside the traditional classroom. Due to this thinking and understanding, Pacific Oaks College honors other forms of learning completed in a variety of different areas. Students with Prior Learning Assessment should contact the Office of the Registrar for review and possible transfer credit.

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 previously completed AP exams will need to submit official score sheets to Pacific Oaks College prior to matriculation to the institution.

CLEP Exams

Students who have successfully passed the College- Level Examination Program (CLEP) Exams may enter into 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 will need to submit an official score sheet to Pacific Oaks College prior to matriculation to the institution.

IB Exams

The International Baccalaureate Exams (IB Exams) are also considered for college level learning to 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 into 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 will need to submit an official score sheet to Pacific Oaks College prior to 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-219 or 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 (<http://www.acenet.edu/higher-education/topics/Pages/Transcript-Services.aspx>) and are required to inquire on the cost of this request. Students should submit these transcripts prior to matriculation with Pacific Oaks College. Trainings 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 (<http://www.propero.org/>). 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 (<http://www.straighterline.com/>). 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.

Bachelor's Degree Admissions Waiver for Master's Programs

The bachelor waiver is designed for individuals who intend to complete an eligible master's program at Pacific Oaks but do not possess an earned bachelor's degree. Students wishing to apply for the bachelor waiver must complete all GE deficiencies and have a minimum of 60 transferable units before the waiver is awarded and acceptance into the M.A. program is granted.

Eligible programs to waive into are:

- Marriage and Family Therapy
- Marriage and Family therapy with a specialization in African American Studies
- Marriage and Family Therapy with a specialization in Latino/a Family Studies
- M.A. Human Development
- M.A. Early Childhood Education

Students are required to meet certain requirements to be approved for this option, which include:

- Minimum 10 years of work experience in Human Services, Education, or a related field. Submission of the CLE application prior to starting the HD489 course and HD499P lab and have approval to be in this option from the CLE Committee.
- Completion of HD489 and HD499P
- Completion of the required Portfolio and approval by the CLE Committee.

The bachelor's waiver "waives" the bachelor's degree requirement for admission to master's programs, but does not constitute successful completion of an earned bachelor's degree or equivalency. Academic credit is only awarded for HD489 (3 credit hours) and not for any other portion of the waiver. Students must still meet all of the admissions requirements for entry into the respective master's program. The academic transcript will be notated to signify successful completion of a "Bachelor Degree Waiver." Approval of the bachelor's waiver is not guaranteed. See section below on Credit for Learning Experience.

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

Credit for Learning from Experience (CLE)

Human Development Program

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

completion and career advancement. The CLE option allows a student to earn up to 30 transfer credit hours to be applied toward the completion of a Bachelor of Arts in Human Development by enrolling in the CLE Option. This option will allow a student to showcase their previous experience in an extensive and comprehensive portfolio upon the successful completion of two courses, HD489 and HD499 and completion of a portfolio in HD499P course.

Students are required to complete certain requirements to be approved for this option, which include:

- Have 5 to 10 years of verifiable work experience in Human Services or related field to earn credit for their life experience.
- Complete CLE application prior to starting the HD489/HD499 course and have approval to be in this option from the CLE Committee.
- Complete HD489/HD499 (HD499L for online students) – which will help students develop their portfolio.
- Portfolio needs to be completed and approved by the CLE Committee prior to credit being applied to student's record.

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 Evaluations Department.

Graduate Admissions

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

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

Graduate Transfer Credit Policy

Each School determines transferability of graduate level coursework. Please refer to the respective School section of the catalog for more information.

School of Cultural and Family Psychology - Graduate Transfer Policy:

- Students are allowed to petition for up to 15 transfer units of course work.
- Courses must be graduate level and institution must be approved by the Board of Behavioral Sciences and regionally accredited.
- All official transcripts are required to be on file prior to student’s program start.
- Courses must be completed with a B or higher (3.0 on a 4.0 grade scale)
- Courses must be completed prior to entry of their respected graduate program
- Courses completed while concurrently enrolled at another institution will not be accepted for transfer credit.

Graduate level courses will need to follow the Transfer Credit Age Limit Policy.

- Students with credit from multiple institutions will need to provide the School with an official transcript from each institution. Pacific Oaks College will not accept third party evaluations.
- 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.

Graduate Enrollment Status Requirements

Enrollment at Pacific Oaks College is defined as follows:

Full-time	Part-time	Less than Half Time
8+ Units	4-7 Units	3 or less units

Bachelor’s Degree Admissions Waiver for Master’s Programs

The bachelor waiver is designed for individuals who intend to complete an eligible master’s program at Pacific Oaks but do not possess an earned bachelor’s degree. Students wishing to apply for the bachelor waiver must complete all GE deficiencies and have a minimum of 60 transferable units before the waiver is awarded and acceptance into the M.A. program is granted.

Eligible programs to waive into are:

- »» Marriage and Family Therapy
- »» Marriage and Family therapy with a specialization in African American Studies
- »» Marriage and Family Therapy with a specialization in Latino/a family studies
- »» M.A. Human Development
- »» M.A. Early Childhood Education

Students are required to meet certain requirements to be approved for this option, which include:

- »» Minimum 10 years of work experience in Human Services, Education, or a related field
- »» Submission of the CLE application prior to starting the HD489 course and HD499P lab and have approval to be in this option from the CLE Committee
- »» Completion of HD489 and HD499P
- »» Completion of the required Portfolio and approval by the CLE Committee

The bachelor’s waiver “waives” the bachelor’s degree requirement for admission to master’s programs, but does not constitute successful completion of an earned bachelor’s degree or equivalency. Academic credit is only awarded for HD489 (3 credit hours) and not for any other portion of the waiver. Students must still meet all of the admissions requirements for entry into the respective master’s program.

The academic transcript will be notated to signify successful completion of a “Bachelor Degree Waiver.” Approval of the bachelor’s waiver is not guaranteed.

Pacific Oaks' Credit for Learning from Experience (CLE) option conforms with policies set forth by regional accrediting body, the WASC Senior College and University Commission.

Graduate Admission for Pacific Oaks B.A. Students

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

Residency Requirement:

Once degree-seeking students have begun their program, they must complete all required courses at Pacific Oaks College. Specific admissions requirements are described for each program under the appropriate School section of the Catalog.

International Student Admission

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 looking to complete a degree online are not eligible for issuance of a student (F-1) visa and must therefore complete the online degree in their home country.

International applicants must have non-U.S. transcripts evaluated by a NACES (www.naces.org) approved evaluation agency such as World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org). 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

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 a university 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 79 TOEFL or 6.5 IELTS is required for admission. Scores must be no more than 2 years old.

International students are not eligible for institutional or U.S. financial aid. Upon gaining acceptance to a campus-based program, accepted applicants must submit an International Student Financial Statement and supporting documentation before an I-20 can be issued. Please consult with the Admissions Office for minimum financial requirements.

Once the I-20 is issued by the school, the accepted student must take their admission letter and I-20 to the nearest U.S. Embassy or Consulate in order to receive an international student visa. This should be done as soon as possible to ensure entrance into the U.S. in time to matriculate for the student's desired term. All international students are subject to federal government regulations.

Matriculation Policies

Students admitted/readmitted for Fall 2014, Spring 2015, and Summer 2015 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.

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

Admission into Programs That Have Been Cancelled/Discontinued

Applicants formerly enrolled in the programs that have been cancelled/discontinued such as the ABLE program, must re-apply for admission into existing programs and meet the current admission requirements outlined in the current Academic Catalog & Student Handbook for which they are applying.

Re-entry: Students returning 365 days or less since the last day of enrollment.
(dates from last enrollment to date (semester/session start) of reentry)

Withdrawn Students returning to Pacific Oaks College within 365 days or less from their last enrollment, who wish to reenter into their most recent program, should be aware of the following information:

1. Students wishing to return should contact their Student Advisor to discuss Academic Program requirements.
2. Students should also contact Student Finance to ensure they are prepared to return and are in good financial standing. *Please note: students must be in good financial standing before they will be approved to return to the institution.*
3. Students are required to complete and sign a Re-entry *form*. Completed forms can be submitted to the students to the Registrar Office.
4. Students returning after being on Academic Warning of Probation must also complete a *petition for reinstatement form* and submit the petition along with the Re-entry. *(see SAP Policy)*
 - a. Previous non-satisfactory performance may nullify the student ability to Re-entry.
5. Students who took course work outside of Pacific Oaks College during their lapse in enrollment, should submit official transcripts for all course work for consideration of transfer credit to the Registrar's office at the time of the re-entry request.
 - a. Students who have applied for Re-entry and are accepted will be eligible for a review of transfer credit.
 - b. To expedite the process please submit official transcripts in the original sealed envelope.
 - c. Students who attended Pacific Oaks for less than one year who eligible to request additional transfer credit be reviewed. *(see Transfer Credit Policy)*

Re-admission (Re-admit): Students returning more than 365 days since the last day of enrollment.
(dates from last enrollment to date (semester/session start) of reentry)

Withdrawn Students returning to Pacific Oaks College more than 365 days from their last enrollment should be aware of the following information:

1. Students wishing to return should contact the Admissions Office to apply back into Pacific Oaks and the students program of choice.
2. Students are required to complete an admissions application along with all required admissions documents and contingencies.
3. Students should also contact Student Finance to ensure they are prepared to return and are in good financial standing. Students must be in good financial standing before they will be approved to return to the institution.
4. Students returning after being on Academic Warning or Probation must also complete a *petition for reinstatement form* and submit the petition along with their Admissions Application. (*see SAP Policy*)
 - a. Previous non-satisfactory performance may nullify the student ability to reenroll.
5. Students who took course work outside of Pacific Oaks College during their lapse in enrollment, should submit official transcripts for all course work for consideration of transfer credit to the Registrar's office.
 - a. To expedite the process please submit official transcripts in the original sealed envelope along with other required admissions documents.
 - b. Students who attended Pacific Oaks for less than one year are eligible to request additional transfer credit be reviewed. (*see Transfer Credit Policy*)
 - c. Students who have not attended Pacific Oaks College within the past 5 years must provide official transcripts form all institutions attended. (*see Transfer Credit Policy*)

Dismissed Students applying to return to Pacific Oaks College should be aware, per the Pacific Oaks *Satisfactory Academic Progress Policy*, Dismissed students can apply for re-admissions after 1 full year of non-enrollment. See the Pacific Oaks *SAP policy* for more details about the re-admission process and requirements.

Second Bachelor's Degree with First Degree Earned at Pacific Oaks

Pacific Oaks College Bachelor's Degree Graduates are allowed to re-enter the institution to complete a second bachelor's degree, if it is in another discipline. Students will be reviewed for the second degree under current catalog requirements and students will need to complete all new requirements for the second bachelor's degree. A student must apply for readmission to seek a second bachelor's degree. Students will be required to still meet the current catalog transfer policy as well as the residency requirement as prescribed by the institution.

Reapplication for Admission after Denial Decision

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

Financial Aid and Student Accounts Policies

At Pacific Oaks College we appreciate the challenge students may face when determining how to fund their college Education. With this in mind, the Pacific Oaks College Financial Aid Office 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 Office of Financial Aid supports and adheres to the guidelines of ethical conduct developed by the National Association of Student Financial Aid Administrators (NASFAA).

Financial Aid Recipients

Financial aid recipients must review their most recent award letter or check with the Financial Aid Office at (626) 529-8466 or financial@pacificoaks.edu to ensure that the staff has an accurate count of units.

Tuition and Fee Payment

Tuition and fees are posted annually on the Pacific Oaks College website.

Tuition is due in full on the Monday following the add drop period of each semester/term. Tuition can be paid directly by the student or through various financial aid programs offered by Pacific Oaks College. All financial aid documentation, tuition payment and payment plan arrangements must be submitted prior to the end of the add drop period.

Fees are Subject to change without notice. Fees are non-refundable. Tuition and fees owed Pacific Oaks College must be paid when due. Any student with a delinquent account is Subject to a registration hold until the delinquent account is resolved. Transcripts and diplomas will not be released to students with delinquent accounts.

Tuition and fees Schedule 2014-2015 Academic Year

Tuition*	Per Unit
Tuition for Undergraduate Programs	\$736
Tuition for Graduate Programs	\$995
Teacher Credential (undergraduate level)	\$736
Teacher Credential (graduate level)	\$995

Fees	Cost
Thesis Continuation Fee	50% of the current graduate-level
Canvas Fee	\$45 per online
Application Fee for Admission and Readmission	\$55
Readmission Application Fee	\$55 if absent 1 year or more
Add/Drop Fee	\$75
Late Registration Fee	\$100
Late Payment Fee	\$50

Returned Check Fee	\$35
Institutional Services Fee	\$30 per term
Student Association Fee	\$10 per term
Library Late Book/Thesis return fee	\$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
Tuition Deposit	\$100 nonrefundable
Graduation Fee	\$45 graduate
	\$65 undergraduate
Graduate Transcript Fee	\$10
Expedited Transcript Fee	\$25

CLE Fees

Bachelor's-completion Option	Cost
Application Fee for Admission	\$55
Tuition Deposit	\$100 non- refundable
CLE Application Fee	\$65
HD 489 (3-units)	\$736 per unit
HD 499 (0-unit)	\$368 per unit

Bachelor's Waiver Option	Cost
Application Fee for Admission	\$55
Tuition Deposit	\$100 non- refundable
CLE Application Fee	\$65
HD 489 (3-units)	\$736 per unit
HD 499 (0-unit)	\$368 per unit
HD 341, 411 (each course is 3 units)	\$736 per unit

*Note: Additional fees may be required for state-issued licensing and/or teacher credentialing.

Late Payment fees

A Late Payment fee is charged for all payments received after the due date. It is the policy of Pacific Oaks College that no student is eligible to register for courses until any and all outstanding balances owed to the institution from a previous semester have been paid in full. The Student Finance Office 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 to and noted by the Student Finance Office. Payment plans should be completed on or before November 30th for the fall semester and April 30th for the spring semester.

Payment Plans

Not all students will receive Federal financial aid while attending Pacific Oaks College. For a variety of reasons, some students may not be eligible or others may choose to decline aid. In some cases financial aid may not be enough to cover a student's total tuition and fees. Student payment plans are created for students with balances not covered by financial aid.

Students have the option to reduce the amount of tuition due the Monday after the add drop period of the semester by completing a payment plan for balances not covered by financial aid. Payment plans are set up to have the uncovered balance paid in full at the end of the semester in which the balance is incurred.

Payment arrangements are made by the Student Finance Office for tuition accounts that become delinquent during any phase of the student’s program. Students with a delinquent account balance will be Subject to registration holds for subsequent semester/term and may not be able to attend classes, begin/attend practicum, begin internship, work with faculty on their thesis or receive an official transcript until approved arrangements are made for all outstanding tuition and fees balances.

Refund Schedule

Drop/Withdrawal Refund Schedule 15-week and 7-week on-Ground courses (this schedule is also followed by on- Ground students taking online classes)

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 after week 13 of the semester	0%	“X” grade posted

7-week online courses

Drop/Withdrawal Refund Schedule 7-week online courses (on-Ground students taking online classes follow the 15- week refund schedule).

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the 7-week online session	100%	Course removed
Drop/Withdrawal on or before Sunday of the 2nd week of the 7-week online session	75%	“W” grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the 7-week online session	50%	“W” grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the 7-week online session	25%	“W” grade posted
Drop/Withdrawal through weeks 4-6 of the 7-week online session	0%	“W” grade posted
Drop/Withdrawal after week 6 of the 7-week online session	0%	“X” 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 provide for 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 Termination	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.

Institutional Withdrawal

Withdrawal from Pacific Oaks College during any period of enrollment, whether official or unofficial, may necessitate the return of Federal financial aid. Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of financial aid (Pell Grant, SEOG, Stafford loans, Perkins loans, PLUS loans) earned by the student for their attendance up to the date of withdrawal. The amount of financial aid (Title IV aid) earned is in no way relative to the amount of tuition and fees charged to the student. The official withdrawal process begins with the submission of the official “Withdraw” form to the Registrar’s Office. The form is available in the Registrar’s Office as well as on the Pacific Oaks College web site.

Ceasing to attend class without proper notification to the Registrar’s Office will result in an unofficial withdrawal. Unofficial withdrawals also include those students who fail to initiate and/or complete the official withdrawal process as noted above. A refund calculation will be performed to determine the amount of financial aid earned and the amount of financial aid to be returned. Students are responsible for any resulting balance owed to Pacific Oaks College. The College does not refund any fees to withdrawn students.

Financial Aid Refund

Students with a financial aid credit balance may be entitled to a student refund. Student refunds are issued either by a mailed refund check or direct deposit. Students interested in direct deposit must complete and submit to the Student Finance Office a Direct Deposit Authorization for Financial Aid Refunds form. Financial aid refunds are delivered ten (10) business days after financial aid funds are received by Pacific Oaks College. Refund checks returned in the mail will be voided and the funds will be returned to the original source.

Applying for Financial Aid

Steps on how to apply for financial aid are located on the Pacific Oaks College web site.

Students must complete the current year FAFSA application located at www.FAFSA.gov. A FAFSA must be completed each calendar year a student is requesting federal financial aid.

Students interested in federal student loans must complete a Master promissory note (loan application) and entrance counseling interview located at StudentLoans.gov.

Determining Amount of Aid

A student's total financial assistance from all sources cannot exceed the school's cost of attendance for the student's period of enrollment. Cost of attendance includes tuition, fees, and averages of books, supplies, and reasonable cost of living expenses.

Need-based aid is the cost difference between the cost of attendance at Pacific Oaks and the federally calculated Expected Family Contribution (EFC) established upon completing the FAFSA. Non-need based aid is also available and weighed against the cost of attendance. Students can contact the Student Finance Office to determine the type of aid (need or non-need) received.

Disbursement of Aid

Students are notified when loan funds have been received and applied to their student ledger via their personal Pacific Oaks College on-line student portal account. Ceasing to attend some or all courses within a semester or term may result in financial aid being returned, as required by federal regulations.

Financial Aid eligibility factors

Enrollment status

Students must maintain a minimum half time status to be eligible for federal and state financial aid. Minimum half time status is 4 units for graduate students and 6 units for undergraduate students. Pacific Oaks College offers some 3-unit courses that are considered half time in and of themselves. Students can check with their Academic Advisor to determine 3-unit half time courses.

Satisfactory Academic Progress

All students must maintain minimum satisfactory academic progress in order to maintain financial aid eligibility. Please refer to the Satisfactory Academic Progress policy in the Academic Policies section of this catalog.

Types Of financial Aid

Pacific Oaks College offers a variety of scholarship, grant, loan, student employment and fellowship programs to students seeking financial assistance as a means to help fund their Education. Students can review a list of available funding programs on the Pacific Oaks College web site.

In addition to federal and state funding programs, Pacific Oaks College also offers an internal aid program which consists of scholarships, student assistantships and fellowships. Detailed information on the programs offered in the internal aid program can be found on the Pacific Oaks web site.

Academic Policies and Procedures

Academic Freedom

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

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

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

Residency Requirement

Once degree seeking students have begun their program, they must complete all required program courses at Pacific Oaks.

Credit Hour

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

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 webpage. Name changes require supporting documents (see list below).

Legal documents for official name change

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.

Transcripts of Academic Records

Official transcripts of College work are available for \$10.00 per transcript request. Please allow ten (10) business days for processing a college transcript. A rush college transcript may be requested for \$25.00. Please allow two (2) business days for processing. Students may also request a transcript to be sent via FedEx for an additional fee. A credit card is required for this request.

All College transcript requests shall be requested by completing the Transcript Request Form available at the Registrar's Office webpage: www.pacificoaks.edu/Current_Students/Registrar/Forms or Registrar's Office, Pacific Oaks College, 45 Eureka Street, Pasadena, CA 91103.

All requests shall include the following information: Name(s) while in attendance at Pacific Oaks; signature of student; Student ID number; phone number; date of birth; complete address where transcript should be sent; and dates of attendance, if known.

Note: Transcripts will not be issued to students who have an outstanding balance on their accounts.

Unofficial transcripts are available to current students to view and print through the Student Gateway via Intuit. Alumni student will need to order Pacific Oaks official transcripts by completing the Transcript Request Form, unofficial transcripts will no longer be available.

Non-Matriculating Students

Non-matriculating students are not seeking a degree or credential, but are allowed to enroll in courses at Pacific Oaks College. Non-matriculating students may register for courses 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 up to 12 credits without being officially admitted. If the non-degree student formally applies for admissions to Pacific Oaks College at a later date, 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 meet the degree requirements in the catalog current at the time of his or her 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.

Registration

Students are responsible for registering for coursework each semester (fall, spring, summer). Students are encouraged to meet with an advisor to plan each semester's course schedule before registering for classes. New students should contact their assigned advisor upon admission into the college. Students who encounter difficulty reaching their advisor should contact the CARE Office for assistance.

Students register online through Intuit via the student portal. Priority, open registration and add/drop dates are posted on the Academic Calendar. See the academic calendar for registration deadlines. Students are expected to have met all prerequisite requirements for courses in which they register.

Add/Drop

To add a class, a student must do so through Intuit or submit an Add/Drop form to the Registrar's Office by the end of the first week of the session/semester. Students who register during add/drop week will be assessed a late registration fee.

To drop a class without having the course noted on the transcript, a student must do so through Intuit or submit an Add/Drop form to the Registrar's Office prior to the second week of the session for online students and the first week of the semester for on ground students. Drops that are officially processed prior to or by the end of the first week will not appear on the student's transcripts.

Leave of Absence

Pacific Oaks College encourages all students to complete their course of study in an expeditious manner. However, if it should become necessary for a student to take a temporary interruption in their academic program, it is important to note the following information.

Students requesting to take a session/semester off from Pacific Oaks College due to extenuating circumstances must apply for a Leave of Absence (LOA). Leave of Absence forms should be completed by the student requesting the LOA prior to the start of the intended LOA session/semester. Students requesting an LOA are doing so with the intention of returning to Pacific Oaks College and should indicate an appropriate return semester/session on their LOA form. (Review the Time Length/Financial Obligations section for more information) Students can find the Leave of Absence form within the Student Gateway under the My Forms tab.

Minimum requirements for a leave of absence are as follows:

1. A student must be in good academic standing.
2. The petition must state clearly and completely the reasons for the leave.
3. A leave of absence does not supersede the policy that all requirements for a degree must be completed within the maximum time frame requirement as outlined in the Academic Catalog. Please see Incremental Maximum Time Frame Requirements
4. Students cannot take a Leave of Absence at POC if the student is intending to take courses at another College or University during the same time period.

Time Length/Financial Obligations

Students may request an LOA for up to 1 semester/2 sessions per 12 month period (Fall, Spring, Summer). The request should be made prior to the start of the semester/session in which the student intends to take a Leave of Absence.

As outlined in the Department of Education Title IV regulations, Students who exceed a leave of absence of 180 days (or approximately 1 ½ semesters) within a 12 month period will be deemed withdrawn and therefore will be subject to student loan repayment regulations. (CFR 668.22(d))

Leave of Absence Process

To request a Leave of Absence from Pacific Oaks College the student is required to complete the following:

1. Student must complete an Advising appointment with their assigned Student Advisor to be made aware of any potential academic repercussions.
2. Student must complete and submit the Institutional Leave of Absence request form to their Student Advisor. The form must be completed in its entirety including reason for the LOA request and expected date of return.

3. Student is required to speak with a member of the Student Finance team to be made aware of any potential financial repercussions.

Failure to Return from LOA

Students who fail to return from an approved Leave of Absence by the date indicated on the LOA request form will be administratively withdrawn from the college (See College Withdrawal Policy) for non-return from Leave of Absence.

Financial Aid recipient students please note the following:

1. Federal Return of Title IV Funds calculation will be completed as of the last date of attendance and any unearned funds will be returned to their Federal and/or state source.
2. The return of these unearned funds may cause a tuition balance. The student will be responsible for any financial obligation to the school.
3. The Department of Education will count the student as “withdrawn” from the time the student began their LOA, resulting in the student being subject to student loan repayment regulations.

Extenuating Circumstances:

Military Students and those with documented medical emergencies should speak with their Student Advisor and/or Registrar’s office regarding temporary interruptions that fall outside of the institutional Leave of Absence Policy. Students in this category, if approved, will complete all remaining course work upon return. (Please see incomplete policy.)

Withdrawal Policy

Withdrawal from Pacific Oaks College can occur in one of two ways, student initiated or administration initiated.

Student initiated withdrawal:

Please note the following important information regarding student initiated withdrawals:

1. Withdrawal from the College is permitted through the last day of the class.
2. The student’s withdrawal date is within 24 hours from the date the student submits the withdrawal form to the Registrar or Student Management office.
3. Withdrawals are pursuant to the Pacific Oaks refund policy

To complete the Student Initiated official withdraw process, the student is required to complete the following:

1. Student must complete an Advising appointment with their assigned Student Advisor
2. Student must complete and submit the Institutional Withdrawal form to their Student Advisor
3. Student must complete the Exit Interview process through the Financial Aid Office AND
4. Reconcile any account balance in the Student Accounts Office

Administration initiated withdrawal:

Administration initiated withdrawal will occur for any of the following reasons:

1. Not meeting the requirement(s) for continuous enrollment
2. Billing or Financial Aid holds
3. Admissions Contingency holds
4. Not meeting the attendance requirement per the POC attendance policy
5. Non-petition for SAP reinstatement
6. Non return from Leave of Absence by student indicated return date

Withdrawal from Pacific Oaks College during any period of enrollment, whether student initiated or Administration initiated, may necessitate the return of Federal financial aid and is subject to the POC refund policy. Pursuant to federal regulations (CFR 668.22), a refund calculation will be performed to determine the amount, if any, of financial aid (in the order of Direct Unsub, Direct Sub, Direct GRAD Plus, SEOG, Pell) earned by the student for their attendance up to the date of withdrawal. The amount of financial aid (Title IV aid) earned is in no way relative to the amount of tuition and fees charged to the student. The official withdrawal process begins with the submission of the official “Withdraw” form to the Registrar’s Office. The form is available in the Registrar’s Office as well as on the Pacific Oaks College web site. A refund calculation will be performed to determine the amount of financial aid earned and the amount of financial aid to be returned, if applicable. Students are responsible for any resulting balance owed to Pacific Oaks College. The College does not refund any fees to withdrawn students.

Withdraw from Classes after the Add/Drop deadline

After the first week of the session/semester, students who wish to withdraw from a course must do so before the end of the twelve week for on ground courses or by the end of the sixth week of the seven-week session courses by submitting an add/drop form. A grade of “W” will appear on the student’s transcripts indicating withdrawal from a course. Students cannot drop a course beyond the twelfth week for on ground courses or beyond the sixth week of seven-week courses. It is the student’s responsibility to officially withdraw from a course. Students who stop attending courses without officially withdrawing will receive an “X” grade (failed). A grade “X” is calculated as 0.0 in the student’s grade point average. Registered units associated with classes receiving a “W” grade are considered units attempted, thus remain eligible for financial aid (Title IV funding) and will be identified in financial aid satisfactory academic progress calculations. Please refer to the Academic Calendar for specific dates and deadlines.

Admission to Class

Faculty may admit to class only those students who are officially registered.

Attendance

Pacific Oaks College requires class attendance. Active participation is an important component of classes, and attendance is critical to building a learning community. Instructors state attendance policies in their course syllabi and take attendance at each class meeting. Note that an instructor’s policy may limit allowable absences and that exceeding these limits may result in receiving no credit. If extenuating circumstances cause a student to miss too many classes, instructors will consider each case individually.

Attendance for all classes must be submitted in Canvas no later than the Wednesday of the first week of the semester/session. Students who do not submit “attendance requirements” in Canvas will be administratively unregistered after the first week of the session/semester. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the College, it is the responsibility of the student to confirm that he/she is officially dropped from a course(s).

Class Cancellations

Classes may also be cancelled due to insufficient enrollment. In some cases, students may be able to replace a cancelled on-campus course with an online course.

When public health or safety is a factor, the administration will make a decision to delay the school opening or to cancel classes. When public health or safety is a factor, students are encouraged to contact Student Services.

Withdrawal from Pacific Oaks

Completion of the registration process at Pacific Oaks College constitutes a contract and obligates the student for full payment. The student must complete the appropriate process to withdraw from the institution.

Student-initiated withdrawals are considered official withdrawals for purposes of this policy. Official withdrawal from the College is permitted through the last day of the class. Students requesting full official withdrawal from the College must complete a Withdrawal Form. To complete the official withdraw process, the student must also complete the Exit Interview process through the Financial Aid Office and reconcile any account balance in the Student Finance Office.

The College will administratively withdraw students who do not post attendance or enroll in classes for consecutive semesters and fail to initiate and/or complete the official withdrawal process as noted in this policy. Administrative withdrawals will be recorded as “inactive student” in the Registrar’s Office and college system.

Withdrawal Date

For official withdrawals, a student’s withdrawal date is:

- » The date the student began the withdrawal process, or
- » The date the student officially notified the institution through the “Request to Withdraw” form.
- » Any earlier or later date that the institution documents as the last date of academically related activity by the student.

For administrative withdrawals, a student’s withdrawal date is:

- » The midpoint of the payment period or period of enrollment, or
- » Any earlier or later date which the institution documents as the last date of academically related activity by the student.

An academically-related activity includes, but is not limited to, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution.

Independent Study

Independent study is a course option available to all students. An independent study can be designed to meet several specific needs: elective or required courses for a specialization, and/or an opportunity for students to explore areas of human development and related topics on their own. As a rule, core courses cannot be fulfilled by an independent study.

An Independent Study contract details the objectives of the study as well as the faculty member enlisted by the student to be faculty of record on the independent study. This contract must be submitted to the Registrar’s Office prior to 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) units. Each unit is equivalent to forty-five (45) hours of academic work. Therefore, for example, a three unit independent study would need to substantiate, by means of the contract, the workload equivalent to a three-unit semester class. Independent studies traditionally consist of books (read and reported on), journals, data gathering (interviews), reflective processes, observation, fieldwork, writing, reporting, and presentations.

Pacific Oaks views goal-setting and evaluation as part of a shared learning process in which instructors and students are both actively involved. For this reason, Pacific Oaks issues narrative grades and letter grades. Primary evaluation is by written statement in which the instructor and student have had direct input. These written narrative evaluations become part of the student's transcript record along with the letter grade. It is the responsibility of the student to fulfill the contract, communicate with the faculty member, and turn in required assignments per agreement. The faculty member is responsible for turning in the evaluation by the due date of the semester for which the student is registered.

Repeating Courses

Courses repeated during a student's program of study due to non-satisfactory grades will be indicated as a repeated course with the highest grade calculated into the Cumulative Grade Point Average (CGPA). The course indicated as a repeated course is not calculated in the CGPA, but both original and repeated units will be counted as attempted units in rate of progress calculations. Students who are required to repeat courses in order to qualify for degree program requirements may incur additional charges to do so. Courses with non-satisfactory grades may be repeated once. Additional information regarding rate of progress may be found under the "Satisfactory Academic Progress" section of the Student Handbook.

Although a grade of "C" or higher for graduate students or "D" or higher for undergraduate students is generally acceptable toward the graduation requirement, students may choose to retake a course to improve their final grade. Please note that the undergraduate Credential programs require students to have a 3.0 GPA for graduation. Students receiving lower grades in such coursework are required to retake or replace the course(s). Please refer to the section on Academic Programs for additional details.

Non-required repeated courses do not count toward full-time or part-time status and are not eligible for financial aid. Some course, such as thesis continuation, can be taken multiple times and are not considered a "repeated course" for purposes of this policy. Questions regarding financial aid eligibility for a Specific course should be directed to the Office of Financial Aid prior to registering for the course.

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 content and spirit of the requirement must be provided to the student's Faculty Advisor and/or Academic Dean 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 Dean has 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 may be required to 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 academic advisor.

A student wishing to deviate in any way from program requirements must have permission from their Academic Advisor. Please consult with your Pacific Oaks College Faculty Advisor to initiate the request of proper documentation for 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:

- Students are required to complete the required Course Substitution Form which must be signed by the student and Academic Dean.

- The course substitution needs to be justified. A description of how it maps to the learning outcome must be documented on the Substitution Form and approved by the Associate Dean to ensure that the programmatic learning outcomes of the degree are not compromised.
- Course Substitution forms and approvals must be completed and submitted to the Registrar's Office prior to the course being taken.
- Students may not substitute more than 2 courses within their require program

Students wishing to petition for a course substitution or waiver should gather sufficient documentation and justification to warrant a course substitution/waiver. In conjunction academic advisor, students should then complete the petition form. If the Academic Advisor approves the petition, the student must then seek approval from the Academic Dean responsible for the course or curriculum. The approved substitution and Wavier Petition must be submitted to the Registrar's Office before the student files his/her application for Degree Conferral form for degree audit and graduation.

Academic 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 an advisor upon admission who counsels the students on their academic program, provides support, and monitors their academic progress in their respective program. Students are required to contact their advisor regularly to review their academic progress and standing. The process for changing an advisor is outlined in below.

Change of Advisor

Students may request a change of advisor for a variety of reasons. Please see the department administrative assistant for procedure. A change must be approved by the student's academic department or program and appropriate form submitted to the Registrar.

Change of Program

Students currently enrolled at Pacific Oaks College, regardless of location or modality, wishing to transfer into a new specialization, certificate, location or modality within their current program, may petition to do so without applying for re-admission (must have the same admission requirements). Students considering this option must be in good academic and financial standing at the time of petition and upon enrollment in the new specialization or certificate within the same program as currently enrolled.

The program change process begins with the student contacting the Student Finance Office prior to petitioning for a program change to confirm that they are in good financial standing and to determine the impact on their eligibility for financial aid funds, student account, etc. This is followed by a meeting with their Faculty/Academic Advisor to confirm that the student is in good academic standing and to discuss the impact of their decision on academic progress, and transferability of coursework. If the student determines that he/she would like to proceed with the program change in light of the impact on the above referenced items, then the student must submit a Program Change Form available at the Registrar's Office to initiate the process.

Due to differences in program requirements, not all coursework from the currently enrolled program may transfer into the new program, location, or modality. Transferability of non-Pacific Oaks College coursework between programs is determined by Academic Evaluations. Transferability of Pacific Oaks College coursework is determined by the Dean and/or School Director of the new program. A new transfer evaluation will be performed when requested by the academic leadership or at the time the Program Change Form is processed.

Please refer to the Pacific Oaks Academic Catalog & Student Handbook for specific information regarding the transferability of coursework for the program.

Internal transfers between delivery modes: 100% online, ground, off-site cohorts, instructional sites, other offsite Options students who wish to transfer between the 100% online program, ground program, off-site cohort, or instructional site, but remain in their current academic program must meet with their Faculty Advisor to obtain approval for the transfer. This process is facilitated by the Program Change Form.

Students who wish to transfer out of their current academic program are required to apply for admission to the new program through the Office of Admissions if the new program requires additional admissions requirements. They must be in good academic and financial standing.

Students who wish to complete a program transfer should first meet with their academic advisor to discuss the implications of their decision including financial, academic progress, transferability of coursework, expected graduation date changes, etc. The academic advisor must document how the change will impact the student's completion of degree.

Students are required to withdraw from their current academic program by completing a Program Transfer Form available at the Registrar's Office. The Program Transfer Form will facilitate the withdrawal process which includes withdrawing a student's current program. Students are encouraged to successfully complete the current semester/session courses while processing the program transfer request. Transcripts from prior schools remain on file and do not need to be resubmitted, but the student must release his/her Pacific Oaks transcript to the Office of Admission for consideration, as well as all other required admission documents. Students must be in good academic standing at the time of application and time of enrollment.

Grade Point Classification

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

Grade	Points	Undergraduate Description	Graduate Description
A	4.00	Excellent	Excellent
B	3.00	Very Good	Satisfactory
C	2.00	Satisfactory or Average	Below Expectations
D	1.00	Below Expectations	Not Applicable for Graduate Program
X	0.00	Unacceptable – No Undergraduate Credit	Unacceptable – No Graduate Credit
P	0.00	Pass (not calculated into GPA)	Pass (not calculated into GPA)
NP	0.00	No Pass (not calculated into GPA)	No Pass (not calculated into GPA)
CR	0.00	Credit	Credit
NC	0.00	No Credit	No Credit
WP	0.00	Work In Progress	Work In Progress
W*	0.00	Withdrawal: see refund schedule for applicability and timeframe.	Withdrawal: see refund schedule for applicability and timeframe.
I	0.00	Incomplete	Incomplete
NR	0.00	Grade Not Reported	Grade Not Reported

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 withdraw deadline dates. 'W' grades are not used when calculating grade point averages, but are used when determining satisfactory rate of progress.

Narrative Evaluations

Pacific Oaks views goal-setting and evaluation as part of a shared learning process in which instructors and students are both actively involved. For this reason, Pacific Oaks issues narrative grades and letter grades.

Primary evaluation is by written statement in which the instructor and student have had direct input. These written narrative evaluations become part of the student's transcript along with the letter grade. Evaluations often include information in response to the following questions:

- » Did the student engage intellectually with the class material?
- » Was the student skilled in written communication?
- » How did the student participate in the dialogue process and in class discussions?
- » What is the student's ability to implement the class material in the student's own classroom or job?
- » Did the student demonstrate appropriate levels of competence?

Incomplete Grade Policy

An "incomplete" grade is only available to students who have successfully completed 75% of the course work required for a particular course. Incomplete grades should be considered only if an inability to complete is due to extenuating circumstances such as health or other emergency situations.

The incomplete grade may not be used for a student to improve a grade. Therefore, the grade of I 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.

Students should make arrangements with the instructor *to discuss the option of an incomplete grade* before the end of the semester/session. If an incomplete grade is granted by the instructor, the student and the instructor must complete and sign the *Incomplete Contract Form* to define the terms and deadline in which the course work must be completed.

If the instructor agrees to issue an incomplete grade, the instructor will submit the completed and agreed upon Incomplete Contract Form to the Registrar's Office by the grading deadline for the semester/session the incomplete grade is being granted.

Grades for incompletes are due no later than the grade submission date as defined by the 7-week and 15-week grade course schedule. If written work is required to complete the class, this must be submitted to the class instructor at least one (1) month prior to the end of the 7 week/ 15 week course following the one in which the Incomplete is given. In no case may the deadline be extended, however Instructors may set an earlier deadline if they wish. Students who fail to meet the conditions of the Incomplete Contract will automatically receive a "X" grade. The student is responsible for knowing the deadline and the requirements for course completion.

An extension of an incomplete may only be granted by the Academic Provost due to a documented extenuating circumstance. A request for an extension must be petitioned in writing, via the General Petition form, prior to the expiration of the incomplete contract and it must be supported by the instructor.

Students who withdraw from Pacific Oaks College with an incomplete contract, will have until the deadline to submit all required outstanding work.

Grade Appeal

Student appeals regarding a narrative evaluation or letter grade must be submitted in writing for review within the semester/session following the assignment of the grade or evaluation and must follow the proper steps in the appeal process. Grade appeals are limited to situations in which the student believes the grade was unfairly assigned or miscalculated.

A student who has questions about a grade or narrative received in a course should seek to resolve the issue by first consulting with the instructor and stating the reasons for questioning the grade or narrative evaluation.

If the Instructor is no longer working with the institution or does not respond within 72 hours, final grade change appeal requests will be escalated directly to the Academic Dean. Student may complete the Grade Appeal Form and gather all supporting documents. See Grade Appeal Form submission process below.

Grade Change Approved: After consulting with the instructor, if the Instructor determines a grade change is warranted the instructor will submit a Grade Change Form or revised narrative evaluation to the Registrar Office. Additional work may not be assigned and/or course work cannot be revised to enable the student to receive a higher grade. The student will be notified of the grade change by the Registrar's Office.

Grade Change Not Approved: If the instructor does not approve change of grade, and the student wishes to make an official grade appeal, students may complete the Grade Appeal Form and gather all supporting documents.

Formal Grade Appeal Process:

1. Student will complete the Grade Appeal Form and articulate as clearly as possible the reason for the grade appeal. This should include steps already taken to resolve with the instructor.
2. Student will gather all pertinent documents and performance indicators to support the appeal. Supporting documentation may include:
 - Evaluation received in the course
 - Rubric
 - Syllabus
 - Communication between student and instructor
3. The Grade Appeal Form and supporting documents must be submitted to the Registrar's Office within 5 days of when grades were posted.
4. The Registrar will forward the Grade Appeal Form and documents to the Academic Dean and the instructor of the course for review.

If the Academic Dean is unavailable, the Grade Appeal will be submitted to the department designee for review.

Grade Appeal Decision:

1. The Academic Dean may confer with the student and the instructor to resolve the issue. In most cases the instructor's decision is final unless the Academic Dean determines that extenuating circumstances warrant a review.

2. The Academic Dean will return the decision in writing to the Registrar within two weeks of receiving the Grade Appeal indicating the basis on which the decision was made.
 - Final decision of the grade appeal will be forward to the Registrar's Office and will be placed in the student's record.
 - Registrar's Office will communicate the decision to the student.
 - The Academic Dean will document the grade appeal and place in the instructor's record.
 - No further appeal is available.

Satisfactory Academic Progress

Pacific Oaks College students are required to maintain Satisfactory Academic Progress (SAP) as defined by this policy toward the completion of their degree, certificate, or credential program. SAP is a qualitative (academic standing) and quantitative (rate of progress/ maximum timeframe) measurement of student academic progress. Per federal regulations, financial aid recipients are required to maintain SAP toward their degree, Credential or certificate program in order to maintain financial aid eligibility.

Good Academic Standing

Good academic standing is met when:

- » Graduate students and undergraduate students in credential programs maintain a cumulative GPA of 3.00 or above.
- » Undergraduate students maintain a cumulative GPA of 2.00 or above, except for students in the Credential programs who must maintain a 3.00 GPA.
- » Students meet the minimum timeframe requirement for their academic program.
- » Students must progress to ensure academic program completion within the maximum timeframe.
 - Maximum timeframe is measured by attempted units
 - The maximum allowable attempted units are 150% of the required units in a student's academic program.
 - Example: if the published length of a student's program is 60 units, the student must complete the program by the time 90 units are attempted (60 units X 150% = 90 units).
 - All attempted or transferred units are taken into consideration to include periods in which the student may not have received financial aid.
- » Academic Progress to include cumulative GPA and maximum timeframe is verified at the end of each semester.

Academic Warning

A student is considered on Academic Warning when:

- » Minimum 67% rate of progress, as defined by this policy, is not met
- » A graduate student and undergraduate Credential student's cumulative GPA falls below a 3.00, or "B"
- » An undergraduate student's (except undergraduate Credential students) cumulative GPA falls below a 2.00 or "C"

Actions a student must take when placed on Academic Warning:

- » Students are required to meet with their advisor and/or the Academic Dean.
- » Students are required to repeat any course(s) that did not meet minimum academic standards immediately in the following term (if the course is being offered)
- » Students continue to maintain financial aid eligibility while on academic warning.

A student is removed from Academic Warning status when:

- » Graduate and credential students raise their cumulative GPA to 3.00 or above in the subsequent semester
- » Undergraduate students raise their cumulative GPA to 2.00 or above in the subsequent semester
- » The rate of progress percentage is raised to 67% or above in the subsequent semester

A student placed on academic warning must demonstrate reasonable progress in improving his/ her cumulative GPA and rate of progress in order to continue enrollment in good academic standings. Students who fail to demonstrate reasonable progress will be placed on academic probation.

Academic Probation

A student is considered on academic probation when:

- » Minimum 67% rate of progress, as defined by this policy, is not met in the semester following the one in which the student was placed on Academic Warning.
- » Graduate and credential students do not achieve a cumulative GPA of 3.00 ("B") or higher in the semester following the one in which they were placed on Academic Warning.
- » Undergraduate students do not achieve a cumulative GPA of 2.00 ("C") or higher in the semester following the one in which they were placed on Academic Warning.

Actions a student must take when placed on Academic Probation:

- » Students are required to meet with their advisor and/ or Program Director to determine and implement an academic SAP recovery plan.
- » Students are required to repeat any course(s) that did not meet minimum Academic Standards immediately in the following term (if the course is being offered).

Students placed on an Academic Probation status are not eligible for financial aid. All charges assessed while on Academic Probation will require payment directly to Pacific Oaks College. Students must set up payment arrangements with the Pacific Oaks Student Accounts office. Students may appeal for reinstatement of financial aid while on Academic Probation (see Appeal Process section below).

A student is removed from Academic Probation status when:

- » Graduate and credential students raise their cumulative GPA to 3.00 or above in the subsequent semester.
 - » Undergraduate students raise their cumulative GPA to 2.00 or above in the subsequent semester.
 - » The rate of progress percentage is raised to 67% or above in the subsequent semester.
- or
- » The requirements outlined in the academic SAP recovery plan are met.

A student placed on academic probation must demonstrate reasonable progress in improving his/her cumulative GPA and rate of progress in order to continue enrollment. Students who fail to demonstrate reasonable progress will be placed on academic dismissal.

Appeal Process for Financial Aid

Students are given the opportunity to appeal for reinstatement of their financial aid while on Academic Probation. Appeals must be based upon extenuating circumstances. Extenuating circumstances may include:

- » Illness
- » Death in the family
- » Course scheduling or grading error

Proof of the extenuating circumstances is required in support of an academic appeal.

When submitting an academic appeal, a student must:

- » Submit an Academic Appeal Form with supporting documentation to the Registrar's Office within 10 calendar days of the date of Academic Probation status notification. The Academic Appeal Form must include signatures from the student and the Academic Dean.
- » Submit their academic SAP recovery plan

Appeals are reviewed by an appeals committee consisting of the Associate Vice President of Student Services, Academic Dean, Registrar, and Financial Aid Director.

Students may appeal for reinstatement of financial aid while on academic probation and have their financial aid eligibility reinstated for one semester upon approval of the appeal. Financial aid eligibility is reviewed and is contingent upon the student's academic standing at the end of the semester.

Academic Dismissal

Students are eligible for dismissal when they fail to meet the requirements outlined in their academic SAP recovery plan while on Academic Probation or do not complete their degree or certificate within the defined maximum timeframe requirements of their program. Students may appeal their dismissal within 30 days of notification of Academic Dismissal decision. Student cannot be enrolled in courses during the appeal process. Appeal decision are based on relevant information that was not available at the time of the decision or if procedures were not followed in accordance with Pacific Oaks academic policy/guidelines. The decision will be rendered by the Academic Standards Committee. The appeal decision will be final and binding.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university at the end of the current enrolled session and may not continue coursework.

Dismissed students are not eligible for financial aid. In-school loan deferment status ends as of the dismissal date. According to U.S. Department of Education regulations, financial aid previously received by dismissed students may be returned based on the date of dismissal. In such cases, a student may owe the institution for aid returned or outstanding charges.

A student may appeal for readmission 12 months after the dismissal date. If the appeal is approved, the student will be admitted back into Pacific Oaks College in an Academic Probation status and are subject to the academic probation process outlined in this policy.

Maximum Timeframe

In addition to the CGPA requirements, students are required to complete their degree or certificate within the maximum timeframe allotted for their program. Pacific Oaks College is required to monitor

students' rate of progress toward completion of their degree or certificate program. For the purposes of determining eligibility for financial aid, rate of progress is measure both by maximum and incremental timeframes.

Rate of Progress

Students must successfully complete at least 67% of the overall units attempted cumulatively, in order to be considered to be making Satisfactory Academic Progress. Units attempted are defined as those units for which students are enrolled in the term and have incurred a financial obligation.

As with the determination of CGPA, the completion requirements will be reviewed at the end of each semester after grades have been posted to determine if the student is progressing satisfactorily. Courses that have been indicated as repeats will be calculated into the cumulative units attempted when determining rate of progress.

Students are responsible for ensuring that they meet all the requirements of their academic program to include the timeframe requirements. A student who fails to graduate within the maximum timeframe is administratively dismissed and is ineligible to receive financial aid.

If the student's academic course of study is interrupted by active military service, or service in the Peace Corps, VISTA, or the equivalent, as much as two years of that time will not be included toward the maximum time frame for the program. In such an event, an official letter from the appropriate agency must be sent to the Registrar's Office for documentation.

In addition to meeting maximum timeframe requirements, students are required to complete a specific number of units (refer to incremental timeframe chart) at the end of each academic year. Maximum incremental timeframe requirements are evaluated annually at the end of the summer semester. A student who fails to meet the maximum incremental timeframe requirements of their program will be placed on academic warning/probation. Students may appeal this action per the guidelines outlined in this policy.

Maximum time frame requirements for SAP

Undergraduate Programs	Full Time length of Program*	Maximum time frame for completion	Part Time length of Program*	Maximum timeframe for completion
B.A. Early Childhood Education	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Preliminary Multiple Subject Learner Credential	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Dual Credentials	4 years	6 years	6 years	7 years
B.A. Human Development	2 years	5 years	5 years	6 years

Graduate Programs	Full Time length of Program*	Maximum time frame for completion	Part Time length of Program*	Maximum timeframe for completion
M.A. Early Childhood Education	2 years	4 years	4 years	5 years
M.A. Education w/Preliminary Multiple Subject Credential	3 years	6 years	6 years	7 years
M.A. Education w/Preliminary Education Specialist Credential	3 years	6 years	7 years	7 years
M.A. Human Development	2 years	7 years	4 years	7 years
M.A. Marital & Family Therapy	3 years	6 years	N/A	N/A
M.A. Marital & Family Therapy (AAFS & LFS)	3 years	7 years	7 years	7 years

Teacher Credential	Full Time length of Program*	Maximum time frame for completion	Part Time length of Program*	Maximum time frame for completion
Preliminary Multiple Subject Credential	3 years	6 years	6 years	7 years
Preliminary Education Specialist Credential	2 years	7 years	7 years	7 years

Incremental Maximum Timeframe Requirements

In addition to meeting maximum timeframe requirements, students are required to complete a Specific number of total units (refer to incremental timeframe chart) at the end of each academic year. Maximum incremental timeframe requirements are evaluated annually at the end of the summer semester. Students who fail to meet the maximum incremental timeframe requirements of their program will be placed on academic warning/probation. Students may appeal this action per the guidelines outlined in this policy.

Undergraduate Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Units
B.A. Early Childhood Education	12	24	36	48	60	-	-	60
B.A. Early Childhood Education w/Preliminary Multiple Subject	12	24	36	48	60	-	-	60
B.A. Early Childhood Education w/Dual Credential	12	24	36	48	60	67	-	67
B.A. Human Development	12	24	36	48	60	-	-	60

Graduate Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Units
M.A. Early Childhood Education	8	16	24	31	-	-	-	31
M.A. Education w/Preliminary Multiple Subject Credential	8	16	24	31	40	50	-	50
M.A. Education w/Preliminary Education Special Education	8	16	24	31	40	48	52	52
M.A. Human Development	8	16	24	31	-	-	-	31
M.A. Marital & Family Therapy	8	16	24	31	40	50	-	50
M.A. Marital & Family Therapy (AAFS or LFS)	8	16	24	31	40	48	56	56

Teacher Credential	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Units
Preliminary Multiple Subject Credential	8	16	24	30	36	44	-	44
Preliminary Education Specialist Credential	8	16	24	30	36	44	50	50

Additional Information regarding Satisfactory Academic Progress

Dropping a course may have an impact on a student's ability to meet incremental maximum timeframe requirements. Students should meet with their Advisor prior to dropping course(s).

Students must maintain Satisfactory Academic Progress toward their degree or certificate by maintaining a cumulative GPA of 3.00 for graduate students or 2.00 for undergraduate students on a scale of 4.0. Graduate students who receive a course grade of "C" or below and undergraduate students who receive a "D" or below may jeopardize their ability to meet this requirement.

As a result, the student could be placed on Academic Warning or Probation. Students in this situation may be required to meet with their Advisor or Academic Dean to create an Academic Recovery Plan to ensure their success in their academic program.

Although a grade of "C" or higher for graduate students and undergraduate credential students of "D" or higher for undergraduate students is generally acceptable toward the graduation requirement, students may choose to retake a course to improve their final grade. Students receiving lower grades in such coursework are required to retake or replace the course(s). Please refer to the section on Academic Programs for additional details.

Non required repeated courses do not count toward full-time or part-time status and are not eligible for financial aid. Some courses, such as thesis continuation, can be taken multiple times and are not considered a "repeated course" for purposes of this policy. Questions regarding financial aid eligibility for a Specific course should be directed to the Office of Financial Aid prior to registering for the course.

Application for Degree Conferral

Pacific Oaks College confers degrees six 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 incompletes grades, portfolio, thesis, etc. 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 semester/session.

Although a student may have completed all requirements, degree conferral is not automatic. Every degree candidate is required to file an Application for Degree Conferral with the Registrar 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 Application for Degree Conferral.

Official transcripts to meet contingencies for all coursework leading to baccalaureate degree must be received by the Registrar's Office by the last day of the semester/term of your anticipated conferral date.

Participation in Commencement

Formal college commencement ceremony is held annually in the Spring semester. To participate in commencement ceremony, students must submit a Commencement RSVP form.

Students completing all degree requirements by the end of the Spring semester/session may participate in the College's annual commencement ceremony. Students may also opt out, and/or choose to participate at a subsequent commencement.

- Bachelor's and Master's degree students who met all their degree requirements at the end of the Fall semester/session may participate in the College's annual commencement ceremony.
- Bachelor's and Master's Degree students who are candidates to complete their degree requirements by the end of the spring semester/session may participate in the College's annual commencement ceremony.

Students may also opt out, and choose to participate at a subsequent commencement

To be eligible for participation in the commencement ceremonies, the student's official program degree audit evaluation must indicate the student is on target to satisfactorily complete all degree requirements by the end of the Spring semester/session of that year, as verified by the Registrar's Office and so indicated by the expected graduation date on the student's record. Students placed on warning or academic probation statuses must meet with their faculty advisor to be cleared to participate in commencement. Students may only participate in commencement once per degree earned. Requirements for participation in Commencement are not subject to appeal.

Students completing degree requirements at the end of the Summer Semester/Session may participate if they meet the following criteria

1. All academic programs – Student has 6 or less units left to complete.
2. School of Education – Student has 6 or less units left to complete and portfolio must be current.
3. Master's degree students from the School of Human Development – Student has 6 or less units and Thesis must be completed.

Diplomas and Transcripts

Diplomas are mailed out approximately six to eight weeks after the date of conferral of the degree. This allows time for confirmation that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral date.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Diplomas and/or transcripts will not be released until the student has been certified as having met all degree requirements and met all financial obligations to the College. Unless otherwise allowed by Family Educational Rights and Privacy Act (FERPA) regulations, all official transcripts are issued only with written permission of the student. Information on requesting official transcripts is available at Pacific Oaks website.

Military/Veterans

Veterans who want to use their Veteran's Education Benefits should contact the VA Specialist from the Registrar's.

All VA students must file an application when they first start school. Students who haven't received VA benefits before must file an original application (Veterans VA Form 22-1990; dependents VA Form 22-5490; ToE students VA-Form 22-1990e). Students who have received VA benefits before must file a Request for Change of Program or Place of Training (Veterans and ToE students VA Form 22-1995; dependents VA Form 22-5495). Students applying for Chapter 33 in lieu of (or relinquishing) another benefit should complete a VA Form 22-1990.

Pacific Oaks strongly encourages all applicants to apply for financial aid by completing and submitting a Free Application for Federal Student Aid (FAFSA) to maximize all financing opportunities available. Service members should always complete a FAFSA for additional scholarship, grant and loan eligibility options each year. You must indicate your VA education eligibility in step 2 of your FAFSA. Some veteran benefits are considered part of financial aid. Veteran benefits may affect your eligibility for certain Pacific Oak College scholarships.

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 admissions. If official transcripts have not been submitted by the end of the first semester, VA certification will not be processed.
2. If you haven't done so already, apply to use VA Educational Benefits at Pacific Oaks College with VA. You can apply through VONAPP website. (You should receive Certificate of Eligibility about a month after you apply.)
3. Submit a copy of your DD214.(Dependents should submit a copy of the service member whose benefits they qualify under.)
4. Submit your Certificate of Eligibility. A Certificate of Eligibility is required each semester in order to certify VA benefits. No VA certification will be process unless a COE is submitted.
5. Connect with an advisor to assist you with your course registration schedule.
6. Register for classes.
7. Make plans with the Student Accounts Office 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.

In accordance with Veterans Administration Regulation CFR 21.4253, Pacific Oaks College adheres to the Guidelines for Institutions Enrolling Veterans and Eligible Persons: Standards for Maintaining Adequate Records and Policies for Satisfactory Progress, Previous Education and Training, Conduct, and Attendance.

1. Pacific Oaks College maintains a written record of previous education and training.
 - a. Transcripts of college-level education are part of the record.
 - b. The records clearly indicate that appropriate credit has been granted with training periods proportionately shortened and the VA so notified.
 - c. Pacific Oaks College maintains an official record of previous education and training of the veteran or eligible person which clearly indicates that appropriate credit has been given by the institution for previous education and training, with the length of the degree program shortened proportionately. The veteran and VA will be notified of this official evaluation of prior education or training.
2. Pacific Oaks College maintains adequate records to show the progress of each veteran.
 - a. Records show continued pursuit at the rate for which enrolled and progress being made.
 - b. Records include final grades in each subject for each session.
 - c. Cumulative permanent records are maintained to reflect grades in all subjects undertaken.
 - d. Students are not permitted to enroll repeatedly in courses not attended and withdraw without penalty. A veteran student may repeat a course in which a passing grade has been achieved only when a higher grade is required by the major.
 - e. The school records reflect the point in time when educational benefits should be discontinued for unsatisfactory progress, unsatisfactory conduct, and withdrawals.
 - f. The policy includes the grade point average (2.0 on a 4.0 scale) required for graduation.
 - g. A minimum grade point average (2.0 on a 4.0 scale) must be maintained to achieve credit for a given proportion of the course load. Academic Probation and means for Dismissal are clearly delineated. VA interpretation of Academic Probation requires that a veteran student be placed on probation at the beginning of the session immediately following that in which the veteran student fails to maintain the minimum grade point average. A veteran student must meet the required academic standard during the probationary session or be subject to interruption of benefits and/or academic dismissal. The VA is notified when a student is determined to be making unsatisfactory progress resulting in interruption of benefits and/or Academic Dismissal.
 - h. No veteran student will be considered to have made satisfactory progress when the student fails, receives no credit, or withdraws from all subjects undertaken when enrolled in two or more subjects, except when there are extenuating circumstances.

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 generally, then Pacific Oaks may not release this information to military organizations.

Student Enrollment and Support Policies

Continuous Enrollment

Once a student starts, Students must be continually registered and taking courses every semester and/or session thereafter to maintain continuous enrollment with Pacific Oaks College. This includes being registered for Fall, Spring, and Summer courses.

Continuous enrollment for ground and online students is defined as:

- Online – Student must be registered in at least one of the following combinations
 - Session I online course + Sessions II online course OR
 - 15-week ground + Online Session II course

- Ground – Student must be registered in at least one of the following combinations
 - 15-week ground course only OR
 - Session I ground course + Session II ground course OR
 - 15-week ground + Online Session I or Session II course OR
 - Session I online course + Sessions II online course

- All Off-Site and Instructional Sites - Students at these locations must follow the prescribed course sequence and maintain enrollment at their location. Any changes to their prescribed curriculum or location will require review by their student advisor to ensure that continuous enrollment is met.

	Semester** (15 weeks- Pasadena)	Session 1 (7 weeks- online)	Session 2 (7 weeks- online)	Meets Continuous Enrollment Policy	NOTE:
	** All School of Education courses follow 15-week Pasadena Ground Example				
Online Student	Registered in a 15 week ground course	NOT registered in a term 1 course	Registered in a term 2 course	YES	Can take a combination of 15 week & 7 week courses
Online Student	Registered in 15 week ground course	Registered in a term 1 course	NOT registered in a term 2 course	No	Students who enrolled in Online programs are required to register in a term 1 online/ground AND term 2 course.
Pasadena** Ground Student	NOT Registered for the full 15 weeks	Registered in a term 1 course	Registered in a term 2 course	YES	Students who enrolled in Pasadena Ground based programs are required to be registered for the full 15 week semester
Pasadena** Ground Student	NOT Registered for the full 15 weeks	NOT Registered in a term 1 course	Registered in a term 2 course	No	Students who enrolled in Pasadena Ground based programs are required to register in a term 1 online/ground with the option of also registering in a term 2 course.
Offsite Cohorts & Instructional Sites	Students at these locations must follow the prescribed course sequence and maintain enrollment at their location. Any changes to their prescribed curriculum or location will require review by their student advisor to ensure that continuous enrollment is met.				

Students must maintain continuous enrollment in courses for the full semester (as outlined above) OR on an official approved Leave of Absence to maintain continuous enrollment, "active status." Please refer to the Leave of Absence Policy for additional information. Students who do not fall in any one of these categories will be administratively withdrawn for non-compliance of the continuous enrollment policy. Students who have been administratively withdrawn should contact their Student Advisor and refer to the Re-Entry Policy for additional information. Students who take a leave of absence to perform military service will re-enter with the same academic status they attained prior to their military service leave provided their cumulative absence for such service does not exceed five years.

For additional questions regarding the continuous enrollment policy, please contact the Student Finance Department or your student advisor.

*Please refer to the Student Finance section of the catalog regarding minimum unit requirements for financial aid eligibility

Disability Services

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

Accommodation request Procedures

1. Students at all Pacific Oaks sites who are requesting disability accommodations must complete an accommodation request form and submit current documentation of their disability (no older than three years) to the CARE Office located on the Eureka Campus. 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.

Additional information regarding disability support services can be found here. Any questions regarding accommodations or the process for receiving assistance should be directed to the CARE Director at (626) 529-8260.

Equal Opportunity and Affirmative Action Policy

Pacific Oaks College does not discriminate on the basis of race, color, religion, gender, pregnancy, national origin, ancestry, age, marital status, sexual orientation, physical handicap, medical condition, genetic information or characteristics, veteran status, or any other condition or characteristic protected by federal, state, or local laws in admission and access to, and treatment and employment in, its educational programs and activities. Pacific Oaks takes affirmative action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

The Office of Human Resources is responsible for equal employment opportunity, implementation of affirmative action programs, and coordination of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1973, the Vietnam Era Veteran's Readjustment Act of 1974, the Americans with Disabilities Act (ADA) of 1990, and section 504 of the Rehabilitation Act of 1973. For further information about these provisions, or about issues of equity, discrimination or fairness, contact the Director of Human Resources.

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. They are:

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 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 are inaccurate. Students may ask Pacific Oaks College to amend a record that they believe is inaccurate. They should write the College Registrar, 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 education interest if the official needs to review an education record Pacific Oaks College may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll. 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, 20202-4605.

Release of student record information is generally not done at Pacific Oaks College without the expressed, written consent of the student. 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 that 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 "Request for Non-Disclosure of Directory Information" form available in the Forms Center.

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 acknowledgement 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.

Copyright Policies

Digital Millennium Copyright Act (DMCA) Notification and Response Plan

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), Pacific Oaks developed a policy in order to combat unlawful file sharing of copyright materials. In particular, Pacific 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 policies in the DMCA plan may result in disciplinary action as well as 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 a 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 of 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 the works of others so as to not violate the 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

Information Technology Policies

Conditions of use of computing, learning & networking facilities

1. It is the policy of Pacific Oaks that it’s computing, learning, and networking facilities are intended for use for teaching, learning, research and administration in support of the Pacific Oaks mission. Although recognizing the increasing importance of these facilities to the activities of staff and students, Pacific Oaks reserves the right to limit, restrict, or extend access to them.
2. All persons using the Pacific Oaks computing, learning, and networking facilities shall be responsible for the appropriate and reasonable use of the facilities provided as specified by the “Codes of Practice” of this policy, and shall observe conditions and times of usage as published by the custodian of the system.
3. It is the policy of Pacific Oaks that it’s 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.
4. Users will not knowingly record or process information/data that infringes any patent or breach any copyright.
5. Pacific Oaks will endeavor to protect the confidentiality of information and material furnished by the user and will instruct all computing personnel to protect the confidentiality of such information and material, but Pacific
6. 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 but will not be liable to the user in the event of any such loss. The user must take all reasonable measures to further safeguard against any loss of information within Pacific Oaks’ computing, learning, and networking facilities.
8. If a loss of information/data within the system can be shown to be due to negligence on the part of the computing or network personnel employed by Office of Information Technology (OIT), or to 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 make arrangements for its retention prior to leaving Pacific Oaks.

11. Pacific Oaks reserves the right to limit permanently or restrict any user's usage of the computing, learning and networking facilities; 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.
12. Pacific Oaks, through authorized individuals, reserves the right to periodically check and monitor the computing, learning and networking facilities.
13. 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.
14. Pacific Oaks reserves the right to take emergency action to safeguard the integrity and security of the computing, learning and networking facilities. This includes but is not limited to the termination of a program, job, or on-line 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.
15. Users of the computing, learning and networking facilities do so 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.
16. External work or use of the computing, learning and networking facilities shall not be undertaken which 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 use.

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 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: offensive pornography of any kind or form, especially child pornography;

 - a. Material that promotes crime or violence, or incites or instructs in matters of crime or violence;
or
 - b. Material that describes or depicts material in a manner that is likely to be 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 but not limited to 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 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 the computing, learning and networking facilities is licensed to Pacific Oaks and is protected by copyright privileges, licensing restrictions or contractual agreements. Users are required to 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 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. 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 person(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 or not 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 is likely to violate 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, but is not limited to, publicly accessible computer screens and printers.

8. Resource Degradation:

- a. 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 but is not limited to wasting resources, tampering with components or reducing the operational readiness of the facilities.
- b. The willful degradation of computing, learning and networking resources is inappropriate use. Degradation includes but is not limited to 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 to be removed 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 that computing position when others who need to use the facility for academic or research purposes are waiting.
10. **Commercial Use:**
Pacific Oaks provides computing, learning and network facilities for the support of its mission. It is inappropriate to use the computing, learning and networking facilities for:
 - 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 such advertising or sponsorship is clearly related to or supports the mission of Pacific Oaks or the service being provided.
11. 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.
12. **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.
13. **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.
14. **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.
15. **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.

16. 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.

17. 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.

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. This responsibility means ensuring that messages:

1. Do not contain information that is harmful to Pacific Oaks or members of the Pacific Oaks 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.

Users should cover periods of absence by adopting an appropriate functional account forward, or vacation message strategy.

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 each user follow security guidelines and policies 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.

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.

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 nor does it 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 either the President or Vice President for Administration for approval and/or disposition.

Guidelines on Passwords

Password Management

1. Passwords should be memorized and not written down.
2. Passwords belong to 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. They must contain characters from three of the following four categories:
 - a) English uppercase characters (A through Z).
 - b) English lowercase characters (A through Z).
 - c) Base-10 digits (0 through 9).
 - d) Non-alphanumeric (for example, !, \$, #, %). extended ASCII, symbolic, or linguistic characters.

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.

1. 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!"
2. Using lines from a childhood verse, Yankee Doodle went to town becomes Ydw2~tw
3. A food disliked during childhood becomes "r1c&ra1P" for rice and raisin putting
4. The*?#>*@Traffi OnThe210Was*&#!#ThisMorning speaks for itself.

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.

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. A password must be at least 8 characters long.
2. NEVER make your password a name or something familiar, like your pet, your children, or partner. Favorite authors and foods are easily guessed.
3. NEVER, under any circumstances, should your password be the same as your username or your real name.
4. Avoid using words that can be associated with you.
5. Avoid have a password consisting of a word from a dictionary. Most basic cracking programs contain over 80000 words, and plenty of variations.
6. The current password policy requires that your password is 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.
7. Choose something you can remember, that can be typed quickly and accurately and includes characters other than lowercase letters.

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.

What can be done to 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

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-bullying 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.

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 CARE office. The investigation will follow grievance procedures outlined in the catalog, please see the link listed below.

<http://catalog.pacificoaks.edu/mime/media/27/996/2011-12+Academic+Catalog++Student+Handbook+V2.pdf>

* 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.

For more information on cyber-bullying, visit www.antibullying.net.

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 on a regular schedule.
2. Check data and software integrity.

Software

Software is protected by copyright law. Unauthorized copying is a violation of Pacific Oaks copyright policy. Anyone who uses software 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.

To decrease the risk of viruses and limit their spread:

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.

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 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 which are based on the use of good manners and common sense. Each student is required to:

- Always acknowledge electronic mail.
- Limit your email to a single screen of text where possible.
- Do not send large files as email attachments.
- Do not use offensive language.
- Be polite to other users of the Internet.
- Respect others' right to privacy.
- Comply with the "Code of Practice in the Use of Computing, Learning and Network Facilities" and "Appropriate and Reasonable Use of Electronic Mail" policies outlined above.

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 device 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 express permission is strictly prohibited.

Student Conduct and Disciplinary Policies

Student Rights and Responsibilities

As members of the Pacific Oaks community, students have rights and responsibilities which help create an atmosphere of concern and caring; one conducive to the teaching/learning process.

Student rights

Student rights include the following:

- Freedom from threats;

- Freedom from acts of violence;
- Freedom from unfair or obscene treatment from others;
- Freedom from interference from others in an unreasonable and unauthorized manner while in class, activities, and public events;
- Freedom from theft and willful destruction of personal property;
- Right to study and learn in an atmosphere of academic freedom;
- Right to fundamental fairness in College disciplinary action;
- Right to be governed by justifiable academic regulations;
- Right to be informed of the regulations for academic and social conduct, and graduation requirements of the College; and
- Right to petition for redress of grievances, academic and non-academic.

Student Responsibilities

Each student is responsible for the following:

- Reading the Catalog and Schedule of Classes.
- Submitting official transcripts to the Admissions Office when transfer coursework has been completed.
- Registering for classes within the registration deadlines.
- Completing appropriate forms (drops, adds, status changes, etc.) by the published deadlines.
- Applying for aid and finalize number of units for the semester.
- Paying tuition and fees in full or developing a payment plan on or before the first day of the term.
- Meeting all payment deadlines in a timely manner.
- Following up on understandings and agreements with the student services offices and faculty.
- Adhering to Standards of confidentiality regarding information shared by classmates and instructors during class discussions.
- Keeping copies of all transactions, records, and receipts.
- Submitting change of name, address, or phone number to the Registrar's Office in writing.
- Checking office hours before driving to Pacific Oaks.
- Parking in designated areas
- Being willing to engage actively in critical thinking and classroom discussions.
- Upholding Pacific Oaks College's anti-bias commitment by approaching interactions and diversity openly and in an adult manner.
- Filing timely changes of forms with the appropriate offices.
- Respecting the rights and property of others;
- Being fully acquainted with and complying with the Pacific Oaks published rules and regulations.
- Complying with all local, state, and federal laws;
- Adhering to the academic requirements determined by individual instructors.

Student Standards of Conduct

Admission to Pacific Oaks carries with it the presumption that students will conduct themselves in a manner compatible with Pacific Oaks' function as an educational institution. Behavior that is disruptive and/or interferes with the Educational process is disrespectful of the rights of others and is not acceptable.

Classes at Pacific Oaks are interactive, drawing on the rich experiences of faculty and students alike. Often in the course of the discussions, information of a personal or potentially damaging nature is shared. It is the expectation of the College that such information will remain confidential, allowing all to

share freely without fear of disclosure outside the classroom. Breaches of confidentiality damage the building of community and trust and are not acceptable.

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including those based on race, ethnicity, class, sexual orientation, gender, age, disability, and religious affiliation. Each student is responsible for approaching interactions and diversity openly, and for acting from their centered, adult, compassionate self. Disrespect shown towards persons in all categories, both generally and as individuals, is not acceptable.

Violation of Standards of behavior, academic integrity, confidentiality, and discrimination are deemed to be a serious breach of conduct and students doing so will face the possibility of disciplinary action, up to and including dismissal from Pacific Oaks.

Unacceptable Behavior

Unacceptable behaviors include, but are not limited to the following:

- Any violation of Pacific Oaks Policy as outlined in this Student Handbook.
- Unlawful possession, use, sale, or distribution of drugs.
- Being under the influence of non-prescription drugs or alcohol.
- Inappropriate sexual conduct.
- Exhibiting behavior which is disruptive including, but not limited to, harassing or discriminatory conduct.
- Non-Compliance with the reasonable requests of Pacific Oaks representatives who are acting in performance of their duties.
- Furnishing false information: Honesty requires making an accurate presentation of facts free of known errors or omissions, including a complete gathering of information.
- Unauthorized use, forgery, or alteration of Pacific Oaks' documents, name, logo, or seal.
- Destruction of Pacific Oaks or individual property.
- Unauthorized possession or use of Pacific Oaks or individual property.
- Unauthorized use of Pacific Oaks keys, access codes, or scan cards.
- Possession of firearms, fireworks, explosives, or weapons on Pacific Oaks' premises.
- Misuse of Pacific Oaks communication systems: Behavior that disrupts or causes disruption of computer services, including but not limited to, damaging, altering, or destroying data, records, computer systems, software, programs, or networks. Student behavior that is not in compliance with the institutional Computer Systems Use Policy, Computer Software License Policy, Millennium Copyright, and Website Conduct Approval Policy will be considered to be in breach of the Code.
- Theft of Pacific Oaks or individual property.
- Unauthorized animals on institutional premises.
- Disorderly, lewd, or indecent conduct.
- Divulging confidential information: students who work or volunteer in Pacific Oaks' administrative offices and have access to confidential information are prohibited from divulging such information under FERPA.
- Unauthorized use, forgery, or alteration of student identification cards.
- Violation of federal, state or local law.
- Abuse of the Student Conduct System, including violating the terms of any disciplinary sanction imposed in accordance with this Code.
- Inappropriate off-campus conduct.
- Disrespect for privacy: students may not give directory information or photos of other students to anyone outside the Pacific Oaks community.

- Inappropriate conduct of guests.
- Failure to comply with additional Pacific Oaks policies.
- Committing acts of academic dishonesty.

Academic Integrity

Academic honesty is essential to a college community's purpose and pursuits. Thus, academic integrity is expected of all Pacific Oaks College students. A student's academic work and conduct should always represent the student's personal effort and thus be above reproach. Those who are dishonest impair their own intellectual and personal growth and development and undermine the integrity of the community that nurtures them. Several forms of dishonesty constitute threats to the interests of Pacific Oaks College and violations of its Academic Integrity Policy.

Violations

Violations of academic honesty are prohibited. Violations of academic honesty are acts that seek to secure an academic advantage for a member of the Pacific Oaks College community by illegitimate or unethical means. Such violations include, but are not limited to, committing, knowingly assisting, or acquiescing in one or more of the following:

1. Plagiarism (via traditional or electronic means): Representing the words, ideas, arguments, or findings of another person or persons as one's own: For example, plagiarism occurs when one copies portions of another person's writing with only minor changes in wording or fails to give adequate and appropriate credit for others' concepts, theories, or conclusions. When making use of someone else's work, one must credit that person by using quotation marks, references, or footnotes, in accordance with one of the conventional documenting systems (e.g., that of the Modern Language Association [MLA] or the American Psychological Association [APA]). Submitting as one's own, a homework assignment, a term paper, a laboratory report, or other comparable document prepared wholly or in part by others or downloaded from the Internet is also an example of plagiarism.
2. Falsifying research data: Presenting falsified data in papers or essays.
3. "Double dipping:" Using the same or substantially the same written work, research paper, or essay to satisfy the requirements of more than one course, without the permission of the instructors involved.
4. Forging academic records. Altering academic records, including attendance records, entering the signature of an academic staff member on any College form, presenting false information at an academic proceeding, or intentionally destroying evidence relevant to such a proceeding.
5. Collaboration on projects where collaboration has been forbidden.

Reporting and Review Process

Upon violation of the academic honesty policy, the instructor will speak directly with the student about the alleged offense and impose an appropriate sanction (see Sanctions below) as detailed in the class syllabus. The instructor may consult with the Program Director or seek the Program Director's arbitration in arriving at a decision regarding an appropriate sanction. The incident and the sanction shall be documented in a report to be included in the student's file so that any future incidents may be referred to directly to the Associate Vice President of Student Services. Records of the first offense will be removed from the student's official file upon graduation.

For serious, flagrant, or repeat cases of academic dishonesty, the incident shall be reported by the instructor in writing to the Associate Vice President of Student Services for further action. Examples of serious and flagrant offenses include, but are not limited to, violations through which, in the determination of the instructor, the student intended to achieve academic advantage, such as

misrepresentation of substantial portions of written work, cheating, and other forms of significant dishonesty. The instructor must file, within ten (10) business days of discovery, a report with the Associate Vice President of Student Services detailing the specifics of an alleged instance of serious or flagrant academic dishonesty. The report may suggest the instructor's preferred sanctions for the offense from the possibilities below.

The Associate Vice President of Student Services will decide the appropriate sanction if a violation of the academic honesty has occurred. While the Associate Vice President of Student Services may ultimately decide on charges of a serious or flagrant offense, the Associate Vice President of Student Services may choose instead to refer any offenses to an ad hoc judicial committee to review the matter and collect evidence. The committee shall be appointed by the Associate Vice President of Student Services and consist of two (2) faculty members and an Academic Program Director from one of the other academic programs.

The ad hoc committee will then conduct a hearing using written and/or oral evidence. The parties may be present; however, attorneys are not permitted to represent either party's interests, and strict legal rules of evidence do not apply. The student's academic advisor may assist the student in preparing testimony. A student who has a pending academic dishonesty charge will not be allowed to drop a class to avoid the consequences of such a charge, receive transcripts or semester reports, be permitted to register for an ensuing semester, or be allowed to graduate.

Within ten (10) business days of conducting the hearing, the ad hoc committee shall issue a written recommendation to the Associate Vice President of Student Services, who will then have ten (10) business days to render a written decision, copies of which shall be provided to all parties. The decision of the Associate Vice President of Student Services is final. If the Associate Vice President of Student Services finds that there has been no violation, the student may continue in the course in which the charges arose or may decide to withdraw from the course, without academic or financial penalty.

Sanctions

The sanctions for violating the academic honesty policy range from a written warning to dismissal from the College. These sanctions may include one or more of the following or some other sanction, within this range.

For minor offenses, faculty members may propose only sanctions one (1) or two (2). Any violation considered to warrant a sanction other than one (1) or two (2) must be handled as a serious or flagrant offense.

1. A written warning
2. No credit on the assignment in question
3. Disciplinary probation for one or more semesters
4. No credit for the course
5. Suspension for one or more semesters
6. Dismissal from Pacific Oaks College

If either the Associate Vice President of Student Services or the ad hoc committee (as applicable) determines that a student has committed a second major offense, the student will be dismissed from the College.

Only if there has been a determination that there has been a second major offense will documentation of both offenses be kept permanently in the student's official academic file. If no second major offense occurs, any record of the first offense will be removed from the student's official file upon graduation.

Depending on who adjudicates the matter, either the Associate Vice President of Student Services or the ad hoc committee will notify the student by certified mail of its decision in a case. The student may appeal in writing within ten (10) business days of the receipt of the decision by delivering the appeal to the Office of the President of the College. The appeal will be limited to issues of procedural fairness or severity of sanction.

Student Misconduct and Disciplinary System

The Associate Vice President of Student Services, or designee, is responsible for implementing the student misconduct and disciplinary system at Pacific Oaks, which is non-academic in nature. Academic related misconduct and discipline is addressed and adjudicated in accordance with the Pacific Oaks Academic Integrity Policy. In cases when students' misconduct is inextricably mixed with academic issues, the process outlined in the Code will be followed. This does not preclude academic sanctions separate from this process. (This is especially applicable when a student violates professional conduct codes of the Marriage and Family Therapy and the Teacher Education Departments.)

Complaints

Any member of the Pacific Oaks community may file a written complaint for misconduct against any student or student organization with the Associate Vice President of Student Services, or designee.

Due Process

The Associate Vice President of Student Services, or designee, shall review the complaint to determine Within three (3) business days whether or not there is sufficient evidence to charge a student with a violation of the Student Conduct Code. If there is sufficient evidence, the Associate Vice President of Student Services, or designee, will meet with and inform the student of the charge, who initiated the charge, and the procedures to be followed. If the student admits culpability, the Associate Vice President of Student Services, or designee, will take action, which can range from reprimand to suspension or dismissal from Pacific Oaks (see Sanctions below). Students who admit culpability do not have a right to an appeal.

If the accused does not admit culpability, the case is referred to an ad hoc committee. One exempt administrator, one faculty member, and the Associate Vice President of Student Services, or designee, (Chair) will populate the committee. The student shall choose the first member of the committee while the Associate Vice President of Student Services, or designee, will appoint the second member. The faculty member chosen must teach in an academic program different from the student's program. In the event that the Associate Vice President of Student Services, or designee, has a conflict of interest given the facts of the case, the President shall designate a replacement for the Associate Vice President of Student Services, or designee, to serve as Chair.

Within seven (7) business days of being appointed, the committee will set a hearing date at which both the accused and the accuser must be present.

1. The student will receive advance notice of date, time, and place of an initial hearing in a manner appropriate as decided by the Associate Vice President of Student Services, or designee.
2. The student will receive a statement of the alleged Student Conduct Code violations.
3. The student will be informed of the rights afforded the student including:
 - a. Adequate time to prepare for the hearing;

- b. The opportunity to testify and present supporting information;
 - c. Reasonable access to the evidence supporting the charge prior to the hearing;
 - d. Witnesses who have pertinent information in regard to the alleged incident of misconduct may be called by the student;
 - e. The opportunity to question witnesses; and
 - f. All matters upon which the decision may be based must be introduced into evidence at the hearing.
4. A sanction will be levied if it is determined that the student committed the violation, otherwise the complaint will be dismissed and all relevant documents destroyed.
 5. The committee reserves the right to employ additional mediation and other resources as deemed necessary.

Committee Hearing Procedures

1. The committee and the student have the right to request witnesses whom they believe have pertinent information in regard to the alleged incident of misconduct.
2. The student may request the presence of a person, who will support the student while the student is bearing witness, but may not speak or participate directly in the hearing. The support person must be a member of the campus community (student, faculty member, academic advisor, etc.) who has been approved by the Chair.
3. Hearings will be private except for the presence of the student and the support person if the student so chooses. The student may challenge a member of the hearing panel for personal bias. Associate Vice President of Student Services, or designee, will determine whether or not there is basis for the challenge, and if basis is found the member will be disqualified. If a personal bias or conflict of interest charge is made against the Associate Vice President of Student Services or designee, the committee will determine whether or not there is a basis for the challenge and, if basis is found, the President shall designate a replacement for the Associate Vice President of Student Services or designee, to serve as Chair.
4. 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.
5. Witnesses, including the complainant and student, shall be asked to affirm that their testimony is truthful.
6. 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.
7. Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Code.
8. Written statements shall not be accepted unless signed and witnessed by the committee chair.
9. Everyone involved in the hearing must maintain confidentiality.
10. The decision of the committee must include a summary of the testimony, findings of fact, decision, and sanctions and shall be sufficiently detailed to permit an appeal. If all participants agree, a tape recording may be used as an alternate to a summary of testimony.
11. If the accused is found not culpable, the case is closed. If the accused is found culpable based upon a preponderance of the evidence, the committee will impose sanction.

Appeal Procedures

1. The student may file an appeal of the decision of the committee based on the following:
 - a. Lack of due process;
 - b. New relevant evidence which becomes available after the time of the hearing; or
 - c. The decision is not supported by substantial evidence.

2. The student may appeal the sanction imposed by the committee to the Associate Vice President of Student Services.
3. Any appeal must be in writing and filed with the Associate Vice President of Student Services within ten (10) business days after the written notification of the decision/sanction of the committee has been mailed. Failure to appeal within this time period will render the decision/sanction final. The appeal must include the reason(s) the student feels the decision/sanction is unjust.
4. In the case of an appeal based on the decision of the committee (#1 above), the Associate Vice President of Student Services will review the hearing documents and speak to members of the hearing panel, the student, or the complainant and may reverse the decision if the Chief Academic Officer finds any of the above to be true.
5. In the case of an appeal of the sanction imposed by the committee (#2 above), the Associate Vice President of Student Services may change the disciplinary sanction if the sanction is determined to be grossly disproportionate to the offense.
6. The Associate Vice President of Student Services decision is final in all appeals.

Possible Sanctions

Possible sanctions are herein listed, but not limited to the following:

1. Disciplinary Warning. The student is given verbal or written warning that future misconduct may result in more severe disciplinary action.
2. Reprimand. The student is given a written censure for failure to meet Pacific Oaks' Standards of behavior. A copy is kept in student's disciplinary file.
3. Non-paid work for Pacific Oaks may be assigned to a student for a violation of the Code.
4. Community Service/Education Project may be assigned.
5. Restitution. The student is required to make payment to Pacific Oaks or other persons for damages incurred as a result of a violation of this Code.
6. Ineligibility for graduation and commencement exercises. A student who is eligible for graduation will be prohibited from graduating until the case has been decided and sanctions completed.
7. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
8. Suspension from Pacific Oaks is defined as separation of the student from Pacific Oaks for a specified period of time. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
9. Dismissal from Pacific Oaks. Permanent separation of the student from Pacific Oaks barring the student from the premises. Notification will appear on the student's official transcript. Implementation of this sanction requires review and approval by the Associate Vice President of Student Services.
10. Other Sanctions commensurate with the facts of the case.

Exceptional Procedures

The Associate Vice President of Student Services, or designee, may suspend a student for an interim period pending disciplinary proceedings, behavioral, and/or medical evaluation; such interim suspension becomes immediately effective without prior notice whenever there is evidence that the continued presence of the student on Pacific Oaks campus poses a substantial threat to the student, to others, or to the stability and continuance of normal Pacific Oaks functions.

Student Disciplinary Records

The Associate Vice President of Student Services, or designee, will maintain student disciplinary records. These records shall include copies of complaint reports, hearing records, and any sanctions issued. If the student is found to be guilty of a charge, the records will be kept in accordance with the Records Retention Policy, retained for six (6) years.

Student Grievance Policy

The primary objectives of this Student Grievance Policy are to ensure that students have the opportunity to present grievances to Pacific Oaks regarding a certain action or inaction by a member of the Pacific Oaks community and that Pacific Oaks has a consistent way of resolving those grievances in a fair and just manner. An action or decision is grievable only if it involves a misapplication or misinterpretation of Pacific Oaks policy, regulation, or rule, or a violation of state or federal law. Grievances may not be used to challenge policies or procedures of general applicability. In addition, this procedure may not be used to grieve:

- » Claims based on purchases or contracts;
- » Claims against a Pacific Oaks' employee on

Matters that are unrelated to the employee's job or role at Pacific Oaks;

- » Student disciplinary decisions or formal complaints of harassment or discrimination since there is a separate procedure for them.
- » Where another Pacific Oaks policy and procedure could have been used for the matter being grieved (e.g. academic evaluation, academic honesty, and FERPA grievances).

The procedures set forth below may be used by grievant 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 Associate Vice President of Student Services, 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 Center for Student Achievement, Resources and Enrichment (CARE) Office will provide guidance about the appropriate system for redress 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 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 CARE Director* 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 school 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 hearing along with the following information to the Associate Vice President of Student Services or designee.

The grievance must:

- » Be in writing;
- » State how the decision or action is unfair and harmful to the grievant and list the Pacific Oaks policies or state or federal laws that have been violated, if known;
- » Name the respondent parties (the person(s) against whom the grievance is filed);
- » State how the respondents are responsible for the action or decision;
- » State the requested remedy;
- » And state whether the grievant will bring a support person to the hearing.

If it is clear on the face of the written grievance that the grievance has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights under this grievance, Associate Vice President of Student Services, or designee, shall so indicate in a letter to the grievant and the grievance shall be dismissed. If the grievance is not dismissed, the Associate Vice President of Student Services, or designee, shall appoint a hearing committee of three persons to hear the grievance and shall provide them with a copy of these procedures and the written request for hearing. Committee members shall include at least one member who is not part of the same office or immediate academic unit as the respondent(s) and one member who is not part of the same office or immediate academic unit as the grievant. If the respondent is the Associate Vice President of Student Services, or designee, the grievance process shall be administered by the Associate Vice President of Student Services or designee. Committee members shall have no personal interest in the outcome of the proceeding, and shall not have any personal involvement in earlier stages of the matter.

Step two:

The committee shall meet, elect a chair, and send the grievant's hearing request to the respondent(s), all within ten (10) business days of being appointed. The chair shall offer the respondent(s) an opportunity to provide a written response to the allegations within ten (10) business days to the chair. The chair may also instruct the parties that they have ten (10) business days to provide each other and the committee with (i) copies of any exhibits they wish to introduce as evidence and (ii) a list of witnesses that each party will call. The chair may extend the deadlines for submitting a response and for exchanging proposed exhibits upon a showing of good cause.

Step three:

The chair shall notify the parties of the hearing date, time, and place at least ten (10) business days in advance of the hearing. (The committee may schedule additional days for hearing, if needed, after the hearing is underway, so long as all parties receive reasonable advance notice of the additional dates.)

The response to the grievance must be distributed to the committee and all parties at least ten (10) business days prior to the hearing.

1. The committee, the grievant, and the respondent have the right to request witnesses whom they believe have pertinent information in regard to the complaint.
2. The grievant and the respondent may request the presence of a person who will support them during the hearing but may not speak or participate directly in the hearing. The support person must be a member of the campus community who has been approved by the chair.
3. Hearings will be private except for the presence of the committee, the grievant, the respondent, their support persons, and witnesses. If all persons are agreed, the hearing may be taped.
4. Prospective witnesses will be excluded from the disciplinary hearing except during the time of their testimony.
5. The grievant and respondent may challenge a member of the committee for personal bias. The chair will determine whether or not there is basis for the challenge and, if basis is found, the member will be disqualified. If a personal bias charge is made against the chair, the committee will determine whether or not there is a basis for the challenge and, if basis is found, the chair will be disqualified and another member of the panel will chair the committee.
6. The committee will exert control over the hearing to avoid needless consumption of time. A person disrupting the hearing may be removed at the discretion of the committee.
7. Witnesses, including the grievant and the respondent, shall be asked to affirm that their testimony is truthful.
8. The burden is on the grievant to establish by a preponderance of the evidence that the grievant has experienced an injury that would entitle the grievant to relief and that such injury is remediable.
9. Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Policy.
10. Written statements shall not be accepted unless signed and witnessed by the Associate Vice President of Student Services, or designee.
11. Committee members, witnesses, parties, and all other persons involved in the grievance proceeding must maintain strict confidentiality regarding the proceeding. State and federal laws govern the privacy rights of students and employees.
12. At the conclusion of this step of the procedure, the parties and witnesses shall be excused.

Step four:

The committee shall deliberate and reach a decision on the grievance in closed session. Deliberations are not tape recorded or transcribed. The decision must be based solely on material presented in the grievance. The committee should be careful not to substitute its judgment for that of the respondent(s). Rather, the committee should decide if the decision being grieved was the result of a misapplication or misinterpretation of Pacific Oaks policies, regulations, or rules or a violation of state or federal law. The decision of the committee must include a summary of the testimony, findings of fact, the committee's decision, and shall be sufficiently detailed to permit review as provided in this Policy. The report and official record shall be delivered to the Vice President of Academic Affairs, or designee, with copies of the report to be sent to the parties, within forty five (45) calendar days after the hearing. A dissenting panel member may file a minority report at the same time.

Step five:

The Associate Vice President of Student Services, or designee, shall issue a written decision within ten (10) 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 Associate Vice President of Student Services, or designee, may also remand the matter if clarification of the committee's report is necessary or additional proceedings to clarify the record or cure procedural error 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 ex parte communication between parties and committee members concerning the merits of the case. An ex parte contact or communication is one sided; it occurs when one person shares information with a panel member without including all other parties. To prevent this from occurring, all communications that (a) occur outside the hearing, and (b) are between one or more parties and one or more committee members, shall be in written form and distributed simultaneously to all parties and committee members. Discussion of the merits of the case or presentation of evidence outside the hearing should be avoided. The rule against ex parte contacts also applies to communication with the final decision-maker and everyone who is responsible for deciding appeals.

Student Resources

Center for Student Achievement, Resources, and Enrichment (CARE)

The Center for Student Achievement, Resources, and Enrichment (CARE) is committed to providing support services that foster academic achievement and professional development. 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 in clarifying career goals and objectives, exploring career opportunities, and enhancing their job search techniques. Assistance with resume writing, interviewing skills, and time management are available through the Center. In addition, students seeking employment opportunities can benefit from the Center's employment resources and online career resources.

The CARE team is also available to assist students with Preliminary degree audits, special needs accommodations, international student support, and student concern issues. Please contact the CARE team at (626) 529-8262 or CARE_Office@pacificoaks.edu for assistance. Additional information can also be found on the CARE page in the MyPacificOaks Student Gateway.

Student Government Association

The Student Government Association (SGA) is the official voice of the student body. The purpose of the SGA is to serve as a representative group for the students of the College including: representing the student body's voice, views, and interests and enhancing communication and fellowship among students, faculty, and administration at the College.

The membership of the SGA consists of all students currently registered in degree seeking programs at the College. Any student not enrolled for one semester will maintain active membership for that semester. Student involvement is essential and students are encouraged to participate in student government.

Student Council

The Student Council is a representative body consisting of a president, vice president, secretary, treasurer, and three at-large members (one from each of the College's Academic Departments). Student Council members advocate and represent the needs of the SGA as set forth in the SGA Constitution. Student Council elections occur in May of each year. Student council members maintain office for a term of one year. The governance of Pacific Oaks College Student Government is outlined in its Governance document and bylaws.

Electronic Resources

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 www.pacificoaks.edu/Online_Learning/Technical_Requirements.

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

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 any and all email content sent to this email address. Students should access their college email account by logging into the MyPacificOaks Student Gateway: <https://my.pacificoaks.edu>

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.

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. It is the student's responsibility to use the facilities in an efficient, ethical, legal, and responsible manner, in accordance with the Conditions Of Use of Computing, Learning and Network Facilities and Appropriate Behavior Policy specified below. Grossly improper behavior may be Grounds for termination of your access or Subject to other penalties and/or restrictions, which could include disciplinary actions.

Computing Labs are provided for Pacific Oaks College students only. Students must carry a Photo ID at all times while using the labs. OIT Help Desk staff has the right to deny access to the Labs to anyone without proper identification.

Appropriate Behavior

Students who access the Pacific Oaks Network and the Internet are expected to comply with guidelines based on the use of good manners and common sense. Each student is required to:

1. Always acknowledge electronic mail.
2. Limit your email to a single screen of text where possible.
3. Do not send large files as email attachments.
4. Do not use offensive language.
5. Be polite to other users of the Internet.
6. Respect others' right to privacy.
7. Comply with the Conditions of Use of Computing, Learning and Network Facilities policy.

Laboratory Etiquette

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.

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.
4. Do not play loud music either on a website or on your iPod. 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. Game playing is not acceptable. 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.

Student Identification Card Policy

New campus-based students should have their photos taken for a Pacific Oaks Student Identification Card as soon as they register, pay their fees, and have received an enrollment receipt (via mail or email). The student shall carry the card at all times while on campus once issued. Online students should contact the Registrar's Office for additional information on how to obtain a Student Identification Card.

For students attending classes at Pacific Oaks Pasadena location, photos are taken in the Registrar's Office during normal business hours. Students must bring a copy of their current enrollment receipt and another form of photo identification (driver's license, passport, etc.). The Pacific Oaks Student Identification Card is required for most Pacific Oaks' services and can be used in subsequent semesters when properly validated. Unauthorized use, forgery, or alteration of a Pacific Oaks' Student Identification Card is strictly prohibited and Subject to appropriate disciplinary action as outlined in below. The cost for ID cards is included in college fees. There is a replacement fee for lost or stolen cards.

Access to Campus Buildings/Unauthorized Entry

Pacific Oaks is a private institution and its campus, facilities, buildings and properties are private property. Access to Pacific Oaks, its campus, facilities, buildings, offices, and properties during normal business hours are permitted only with Pacific Oaks' consent which may be withdrawn at any time for any reason. Pacific Oaks gives implied permission to persons with genuine and legitimate purposes to enter and remain on its premises during normal business hours. That permission is, however, conditional upon the person behaving in a manner consistent with any policies or procedures Pacific Oaks may have in place. Where those policies or procedures are not observed, Pacific Oaks is within its rights to withdraw permission and request the person leaves its premises.

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.

Reservation of Facilities for Student Use

Students and student organizations requesting the use of any facility as an internal user must follow the Facilities Reservation Guidelines.

Classroom space is held for classes as the first priority. All requestors should be aware that their first choice of a particular room may not be available.

Reservation and use of Pacific Oaks Facilities Policy

Pacific Oaks College and Children's School facilities are not available for public events, events catering to the general public, or for non-Pacific Oaks related events. The Director of Finance shall have lead responsibility for implementing this policy in conjunction with the Office Services and Facilities Department. All requests for the use of Pacific Oaks facilities must be made in writing to the Office Manager, Office of Services and Facilities at least three weeks in advance of the event date. Upon written approval from the Director of Finance, 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.

Reservation of Facilities

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 are required to have a representative from their department, program, or organization in attendance 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 Director of Finance or a designee.
 - A. Using facilities for personal purposes or under the pretense that there is a substantive relationship between the Pacific Oaks College and Children's School department/program/organization and the event is considered to be "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 the 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 a minimum of \$1 million coverage in advance of the event.
4. The maximum number of people for an event is 100.
5. Users may not engage in activity 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 with the exception of designated smoking areas.
9. The use of open flame (candles, sternos, etc.) 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 Vice President for Administration, 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 as well as 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 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.

Solicitation and Conduct of Business on Pacific Oaks Property

No student or student organization may serve as the agent or representative of any off-campus agency for the purpose of selling or promoting the sale of goods or services on the Pacific Oaks campus unless written approval is given by the Associate Vice President of Student Services, or designee. All fundraising must be approved by the Associate Vice President of Student Services, or designee.

Postings

In order to promote an environment of order and cleanliness on campus, students, employees and approved campus organizations are required to obtain appropriate approval prior to posting materials on campus bulletin boards. Students and student organizations and individuals seeking to post materials relating to student organizations, student related announcements, and housing resources must obtain prior approval from the Center for Student Achievement, Resources and Enrichment (CARE) Office. Employees seeking to post materials shall obtain approval from the Facilities Manager.

At no time shall any materials be posted on the walls of any building (inside or out) at any site, windows, doors, glass, vehicle windshields, trees, or painted walls. Materials posted in these areas will be removed. Failure to contact CARE prior to posting material will result in the removal of unapproved materials from campus grounds.

No off-campus individuals or groups may use campus bulletin boards without approval. The person or campus organization responsible for posting the materials will also be responsible for removing them at the posting deadline. Failure to comply with this policy may result in appropriate disciplinary action.

Please Note: Damage to any walls or surfaces, caused by posting notices in areas other than on campus bulletin boards may result in the individual, department, or organization responsible for said posting incurring burdensome repair expenses.

Student Health Insurance

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 in the My Pacific Oaks Student Gateway. 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

At Pacific Oaks College, it is required that all international students to have some form of comprehensive health insurance coverage. International students are required to submit proof of eligible health insurance to the CARE Office. For more information, please contact the CARE Office.

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.

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.

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), or AIDS virus antibodies, or any other serious communicable disease is not, in itself, 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.

Library Policies

Tel: (626) 529-8451

E-mail: library@pacificoaks.edu

Website: http://tcsedsystem.beta.libguides.com/POC_Library

Library patrons have a variety of resources and services available both on-site and remotely. To protect the integrity of library services, the following guidelines are presented 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. Verification of enrollment is required and as such, this process may necessitate coordination with other campus offices. Registration for library services is not immediate and patrons are advised to contact the library early in order to ensure timely access to collections and resources.

Certain materials do not circulate (reference items, etc.) and may be limited to onsite/library use only.

Circulation Policies

Borrowers' Responsibilities

In order for an account to be considered in good standing, library patrons must:

1. Present a valid student ID card in order to borrow materials.
2. Keep track of all items borrowed and know their due dates.
3. Return or renew materials on or before the due date; the borrower is responsible for the safe return of all borrowed material until the time of check-in.
4. Return materials to the library without evidence of defacement (including underlining, highlighting or writing/notations be they in pen, pencil or other), or damage.
5. Notify the Library immediately of changes to patron contact information. Returned mail may result in a temporary suspension of privileges.
6. Notify the Library and the Registrar's Office immediately regarding stolen or lost student ID cards.
7. Respond to library notices (when applicable), and pay fines/charges as applicable.

Please note: Library staff will not mediate disputes caused by the unauthorized lending-borrowing of books between library patrons or patrons and third parties. Item fees and costs are assessed to the account under which the materials were acquired. Patrons are strongly advised not to engage in inter-patron or third party lending of materials.

Patrons are responsible for any items acquired with their ID cards; therefore, it is of critical importance that lost/stolen ID cards are reported immediately.

Expiration and Renewal of Library Privileges

Withdrawn, dropped, dismissed or inactive students may experience a suspension of library services until such time as they are actively enrolled. This does not affect due dates for items checked-out during a period of active enrollment.

Loan Periods and due dates

Due dates are established at the time of checkout, though students are advised to review the Library's complete policies as detailed on its website for the most current due date schedule. Materials may be renewed via email, by phone, in person, or online. Items requested by other students cannot be renewed and must be returned by their original due date. Distance students enjoy the same library privileges as onsite students, and circulating materials can be mailed to any student by request who live outside a 25 mile radius of the Eureka Campus. Fees for delivery and return (where applicable) are incurred by the borrower on a flat-fee schedule. For the current shipping/delivery fees, please consult the Library's website.

Fines & Fees

Library fines for books accrue daily. Separate fees for books vs. other materials may apply. Fines for reserve materials are assessed for each 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 Policies 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 with regard to non-receipt of notices also applies to individuals who are out of town or temporarily removed from contact.

Interlibrary Loan (ILL)

The Pacific Oaks Library participates in resource sharing opportunities around the globe. For items not held by the Library, students may request an Interlibrary Loan (ILL). Through this process, Library staff request items from other libraries – since these libraries may be out of state, across the nation or, as in some cases, in other countries, ILL requests take time and planning. Furthermore, the timeliness of request response, due date, shipping rate, etc., 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 is 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.

Safety and Security Policies

Alcohol and other drug usage

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, 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.

Legal Sanctions under Federal and State Law

Federal penalties and sanctions for illegal possession of a controlled substance are as follows:

First conviction: up to one year imprisonment or a fine of at least \$1,000

- 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
- 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
- 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
- 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
- Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance
- Civil penalty of up to \$10,000
- 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
- Ineligibility to receive or purchase a firearm.
- Revocation of certain federal licenses and benefits, (e.g., pilot licenses, public housing tenancy, etc.) as vested within the authorities of individual federal agencies 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

This list has been included for reference purposes only. The most current information can be found on the website of the (<http://www.allgov.com/departments/department-of-justice/us-drug-enforcement-administration-dea?agencyid=7195>) U.S. Drug Enforcement Administration.

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 student that he or she is 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 misconduct and outlining the terms of probation. It is possible for the terms of probations to prohibit a student from participation in co-curricular activities.
4. Suspension – Termination of student status at the college for a specified period of time.

5. Expulsion – Termination of student status at the college permanently or for an indefinite period of time. 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 causes 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 have an effect on 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 as well as themselves.

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.

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 Guidance Resources provides support, resources and information for personal and work-life issues. Guidance Resources 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://my.pacificoaks.edu>

Follow: My Support Services

Click on "Student Assistance Program"

Substance Abuse Referral List: A substance Abuse referral list is available in the CARE Office or online at http://www.pacificoaks.edu/Student_Services/Center_for_Achievement_Resources_and_Enrichment_CARE

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 ADA American Disabilities Act, no animals are permitted on Pacific Oaks Property.

1. If individuals are identified as an owner of an animal on campus they will be asked to remove the animal immediately.
2. Strays or unattended animals should be reported to the facilities manager 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 generally in outside grounds areas beyond twenty five (25) feet of all campus buildings except at public gathering areas or if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area.

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.

Campus Safety and Security

Pacific Oaks College is strongly committed to crime prevention. The Pacific Oaks College considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment.

Educational campuses, like all other communities, are not immune to crime. Members of the Pacific Oaks community are encouraged to take personal responsibility for their conduct and safety. Adopting a posture of individual responsibility will enhance the quality of life for all on the Pacific Oaks campuses. The cooperation and involvement of students, faculty, and staff in campus safety is essential to minimize criminal activity and injury. In an effort to support a safe campus, students are required to carry their Pacific Oaks SMART Card Access ID Cards at all times. Students may obtain Access ID Cards from the Registrar's Office by completing the SMART Card Access ID Card form. Students are not permitted to

'loan' their Access ID Cards or 'share' their Access ID Cards with any other student or visitor to campus. A replacement fee will be charged for all lost or stolen Access ID Cards.

In addition to the information provided below, Pacific Oaks also places important safety and security information on the website: http://www.pacificoaks.edu/Emergency_Information.

Campus crime reporting (Clery Act)

In accordance with the Federal Student Right-To- Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, crime statistics are available to all students and staff on the Pacific Oaks Security web page: http://www.pacificoaks.edu/Consumer_Disclosures

General crime Prevention measures Part of crime prevention is individual safety consciousness and awareness of personal environment. Pacific Oaks suggests the following crime prevention measures, which can contribute to the safety and security of the Pacific Oaks community.

1. When using a personal vehicle, keep the doors locked at all times.
2. Before entering a vehicle, always look under the vehicle and in the back seat.
3. Keep personal keys (car, apartment, home, etc.) in your possession at all times.
4. At night, travel in well-lighted areas and in pairs if possible. Avoid short cuts and deserted areas.
5. Notice and be aware of suspicious persons and conditions.
6. Do not leave valuable items in your car, including personal items and school related materials such as textbooks.
7. Do not park in isolated areas.
8. Do not prop doors open.
9. Leave items of high monetary value at home.
10. Do not leave personal property unattended.
11. Do not carry more cash than necessary and certainly do not advertise what you have.
12. Keep your purse, backpack, or briefcase close to your body.
13. Avoid giving out personal information or making appointments with strangers over the phone.
14. Mark personal items that you bring on campus.
15. This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
16. Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto Pacific Oaks property. Unauthorized use, possession, or storage of these or other potentially dangerous items on Pacific Oaks premises or at Pacific Oaks activities, whether or not a federal or local license to possess the same has been issued, is strictly prohibited and subject to discipline and/or criminal prosecution.
17. If anything makes you feel unsafe or threatened, dial 9-1-1.

Reporting of Crimes

Pacific Oaks encourages students, faculty and staff to report all criminal activity and emergencies that have occurred at a Pacific Oaks College location or at Children's School to the local authorities as well as to the Pacific Oaks Facilities Manager.

Emergency Response and Evacuation Procedures

The Pacific Oaks community is committed to the safety and security of all its members. In times of emergency, the college will provide an appropriate campus-wide response to assure everyone's safety and to minimize losses.

Information regarding Pacific Oaks emergency response and evacuation procedures can be found in the Disaster Preparedness Manual, which is available on the website and provided to all entering students. The manual is intended to assist all faculty, staff, and students in responding to emergencies which may occur while they are on a Pacific Oaks campus. Such emergencies can occur at any time and without warning, but their effects may be minimized if proper emergency procedures are followed.

Students are encouraged to read and become familiar with the contents of the guide before an emergency occurs.

Crime Log and Timely Warning Policy

Pacific Oaks College is required by the Department of Education to publish Campus Crime Statistics and a Security Crime Survey by October 1st of each year. The survey statistics are available to the public at [http:// ope.ed.gov/security](http://ope.ed.gov/security) (OPE ID 00125500). In addition, Pacific Oaks must provide a timely warning of crimes reported to campus security and local police agencies in a manner that is intended to prevent similar crimes from recurring and to protect the personal safety of students and employees. Crime statistics for the college are available on the college website: [http://www.pacificoaks.edu/Consumer Disclosures](http://www.pacificoaks.edu/Consumer_Disclosures)

Parking Policy

Each Pacific Oaks location has designated student parking areas. It is critical that students use the designated areas in consideration of others as well as the communities in which Pacific Oaks resides. In some locations, parking permits may be required. No overnight parking is allowed. Vehicles that are parked overnight are subject to tow at the vehicle owner's expense.

Parking for 45 & 55 Eureka Street is available in the Eureka complex parking lot.

Parking for the Children's School is available in the Children's School parking lot and on California Blvd. Parking is not allowed on La Loma Road along the south end of the Children's School.

Campus security contact information Pasadena Police Department, 207 N. Garfield Ave., Pasadena, CA 91101 626-744-4501

Anti-discrimination, Anti- harassment, And Anti-retaliation Policies

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

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

Sexual Harassment

Sexual Harassment is defined as unwelcome sexual conduct of any nature, communication (either verbal or pictorial) of a sexual nature, or solicitation of sexual advances of any nature, when any of the above conduct or communications is not mutually agreeable to both parties and any of the following conditions apply:

1. The submission to such conduct, communication, or solicitation is made explicitly or implicitly a term or condition of an individual's employment or academic process;
2. Submission to or rejection of such contact, communication, or solicitation by an individual is used or threatened as a basis for employment or academic decisions affecting such individual;
3. Such conduct, communication, or solicitation has the purpose or effect of being sufficiently severe, pervasive/persistent and objectively offensive that it could alter the conditions of education or employment, by interfering with an individual's work, academic performance, living conditions, or status.

Because it is difficult to describe every instance relating to unlawful harassment, all members of the Pacific Oaks Community are expected to behave, at all times, in a respectful and professional manner.

Retaliatory Harassment

Retaliatory harassment is defined as situations where any person retaliates using, for example, intimidation, threats, actual violence, ridicule, taunting, bullying, or ostracism against a person or their property, as a result of that person's decision to object and/or report sexual harassment, cooperates in an investigation or seek assistance to remedy discrimination or harassment.

Reporting and Redress of Complaints

All faculty, staff, students, and other individuals associated with Pacific Oaks are subject to and responsible for complying with this policy. Any member of the Pacific Oaks community who

1. Believes to have been subjected to harassment or discrimination in violation of this policy
Or
2. Suspects the occurrence of unlawful harassment or discrimination
Or
3. Becomes aware of an incident of unlawful harassment; whether by experiencing it firsthand, witnessing the incident or being told of it must report the matter at once via a written complaint, so that Pacific Oaks may promptly investigate the claim. Written complaints should immediately be sent to the Associate Vice President of Student Services. An investigation of the illegal harassment complaint will be conducted whether or not the alleged victim wants Pacific Oaks to do so.

Pacific Oaks Faculty and Staff must refer to the Employee Handbook regarding guidelines for reporting discrimination or harassment.

Confidentiality

Investigations under this policy shall be conducted in a manner that will protect, to the extent possible, the confidentiality of all parties. Pacific Oaks, however, cannot guarantee complete confidentiality where it would conflict with the Pacific Oaks obligation to investigate meaningfully and, where warranted, to take corrective action.

Sexual Assault Policy

Pacific Oaks College is committed to creating and maintaining an educational and working environment where respect for the individual and human dignity is of paramount importance. Pacific Oaks College does not tolerate sexual assault in any form. In the event of a sexual assault, DIAL 9-1-1. While reporting

the sexual assault to the police, be certain to also request medical treatment. If the incident occurred at a Pacific Oaks College location or at the Children's School, the victim is also encouraged to report the assault to Human Resources.

School of Human Development

Bachelor of Arts in Human Development

The B.A.-completion in Human Development offers an upper division program focused on young children, their families, and the social contexts in which development takes place. Field experience or practicum in the Pacific Oaks Children's School is often a part of the B.A. program. Students interested in public school teaching may become fully admitted to a Credential program upon completion of core B.A. requirements. (Please see Teacher's Education section for further information.) Specializations are optional areas of focus which are designed for students who have a Specific interest in one of the areas outlined below. Some specializations are available only in Pasadena. The College offers these specializations at the B.A. level: Early Childhood Education and Development, Social Change, Therapeutic Companion, and Development Across the Lifespan (Generalist). Students may also, in cooperation with their advisor, design a study program directly meeting their needs and interests.

Locations

Pasadena, Bay Area, Chico*, Sacramento*, Santa Cruz*, Salinas*, Visalia*, Online

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

Philosophy

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

Program Learning Outcomes (PLO)

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

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

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

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

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

Admission Standards

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

or

- » Successful completion of 48 units from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts(9 units)

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

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

Number of Admit Terms per Year:

Ground

- »Fall
- »Spring
- »Summer

Online

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

Application Requirements :

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

Transfer Credit

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

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

Credit for learning from Experience (CLE)

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

Students pursuing a B.A. may qualify for up to 30 Units for life experience, which can be applied towards earning a bachelor’s degree in Human Development, through the CLE Bachelor’s-completion Option.

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

Program Specific requirements

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

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

Fieldwork Requirements

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

Graduation Requirements

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: A cumulative grade point average of 2.0 is required for graduation.

Course Length

Ground

Varies between 7 weeks and 15 weeks with the majority of courses in Pasadena offered in 15-week format and the majority of instructional site courses offered in 7-week format. A limited number of courses are also offered in one-week intensive format, generally in the summer.

Online

Exclusively 7 weeks

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

Course Scheduling

Classes generally meet in one of three schedule patterns:

Ground:

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

Online – Asynchronous

Hybrid Option

Students choose from among all available schedules (on-Ground and online).

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

Instructional Sites and Online Learning

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

Online learning

Baccalaureate and Master of Arts can be taken in a fully online format. Online courses are delivered in 7-week sessions. There are two sessions in each 15-week semester.

B.A. Human Development Core Curriculum

Core courses

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

HD 361 Social and Political Contexts of Human Development (3)

HD 445 Writing our Stories: Reflections on Literacy Development (3)*

HD 497 Capstone (3)

*Students may substitute HD 489 Reflections on Life Experience.

Areas of Specialization

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

» Development Across the Lifespan (Generalist)

» Early Childhood Education and Development

» Social Change

» Therapeutic Companion (Not Available Online)

Each specialization has its own Specific requirements which are outlined below.

Development Across the lifespan (Generalist) Specialization

This specialization is designed for those who wish to gain a holistic perspective of human development. Coursework focuses on different phases of the lifespan, from birth to the later years, and also addresses issues spanning across Multiple life stages. This specialization is designed for students who wish to work in integrated, cross-generational settings, including family and community advocacy, as well as those who would like to work with adolescents, adults or the elderly.

HD 341 Communication for Empowerment (3)

HD 411 Working with Adults (3)

HD 451 Fieldwork as Qualitative Research (3)

Complete 9 units from the following:

HD 303 The Earliest Years (3)

HD 305 Cognitive Development: How Children Learn (3)*

HD 315 The Art of Observation (3)

HD 320 Contemporary Urban Adolescents (3)*

HD 330 Adult Development: Mission and Vision (3)

HD 335 Human Development: The Elder Years (3)*

HD 364 Community as a Context for Development (3)

HD 373 The Development of Children of African Descent: Early Childhood Years (0-5) (3)

HD 374 Development of Children of African Descent: School Age Years (6-12)(3)

HD 470 Teaching as Performing Art (3)

HD 471 Community Music (3)

HD 495 Special Topics (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Early Childhood Education and Development Specialization

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.

HD 341 Communication for Empowerment (3)

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

HD 450 Reflective Teaching (3)

Complete 9 units from the following:

HD 303 The Earliest Years (3)

HD 306 Play in Childhood (3)*

HD 364 Community as a Context for Development (3)

HD 371 Working with Bicultural Children (3)

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

HD 405 Developmental Education (3)

HD 406 Emergent Curriculum: Reflecting Learner Lives (3)

HD 426 Working with Children who Challenge Teachers' Skills (3)*

HD 430 Play, Language and Literacy Development (3)

HD 432 Children's Literature (3)

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

HD 460 Foundations of Teaching Art: Releasing the Imagination (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Social Change Specialization

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

HD 381 Human Development and Social Change (3)

HD 341 Communication for Empowerment (3)

HD 382 Participatory Action Research (3)

Complete 9 units from the following:

HD 320 Contemporary Urban Adolescents (3)*
HD 363 Education for Critical Consciousness (3)*
HD 364 Community as Context for Development (3)
HD 380 Children’s Autobiographical Narratives as Social Justice (3)*
HD 475 Arts and Social Change (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Therapeutic Companion Specialization

The Therapeutic Companion Specialization will introduce students to the knowledge, skills and competencies required of an effective therapeutic companion for children with special needs. A therapeutic companion is a trained para-professional who provides one-on-one support for a child with special needs in a classroom setting. The companion provides a “bridge” between the child and her/his environment, providing support and guidance, modeling relationships and appropriate behaviors for the child. This specialization includes a fieldwork placement at the Pacific Oaks Children’s School.

HD 400 Working with Children in a Diverse World (3)
HD 424 Introduction to Therapeutic Companions (3)
HD 493 Fieldwork: Practicum A (3)
HD 494 Fieldwork: Practicum B (3)
MFT 561 Child Abuse Assessment and Reporting (1)
SPED331 The Child with Special Needs: An Interdisciplinary Perspective (3)
SPED351 Conflict Resolution and Mediation (3)

Master of Arts in Human Development

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

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

Locations

Pasadena, Bay Area, Chico*, Sacramento*, Santa Cruz*, Salinas*, Visalia*, Online

*The availability of off-site locations depends on enrollment

Philosophy

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

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

Program Learning Outcomes

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

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

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

PLO 4/ research: Students distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). Students collect verifiable and reliable data, present their findings, and link their research with existing literature in the field. Students pose a burning, researchable question; justify the desire to investigate by placing the question in professional, social, and personal context; address issues of diversity and anti-bias in the field and in their approach; collect information, analyze, and synthesize the findings; and evaluate the implications of their findings.

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

Admissions Standards

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

*Please note: Pacific Oaks offers a Bachelor's Waiver program, allowing students a waiver requirement of bachelor's degree for admission in the master's program.

Number of Admit Terms per Year

Ground

- » Fall
- » Spring
- » Summer

Online

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

Application Requirements:

- » Completed Application for Admission
- » Application Fee
- » Resume
- » Personal Statement
- » Official Transcripts from the Bachelor's Degree Granting Institution

Transfer of credit and waiver of courses

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

Residency requirement

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

Program Specific requirements

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

The program requires 12 units of core coursework; 6 units of thesis coursework; and variable units of specialization coursework and any electives necessary to fulfill a total of 30 units for program completion.

Fieldwork requirements

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

Thesis

6 units of thesis are required: HD 688A Thesis Cohort Development (3) and HD 688C Thesis Cohort Project (3). Students who do not complete thesis by the end of HD 688A are required to enroll in HD 688C Thesis Continuation (0) until the Thesis Committee formally grants approval.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the Master's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a 'B' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

Course length

Ground:

Varies between 7 weeks and 15 weeks with the majority of courses in Pasadena offered in 15-week format and the majority of instructional site courses offered in 7-week format. A limited number of courses are also offered in one-week intensive format, generally in the summer.

Online:

Exclusively 7 weeks

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

Course Scheduling

Classes generally meet in one of three schedule patterns:

Ground:

- » Day/ Monday through Thursday with classes generally running between 10:00 a.m. and 4:00 p.m.
- » Evenings/ Monday through Thursday with classes beginning at 4:00 or 7:00 p.m.
- » Weekends/ All day classes Saturday and Sunday three weekends of the term, generally once per month; ideal for long distance commuters.
- » Weeklong/ All day classes that met 5 consecutive days; most commonly Monday through Friday

Online – Asynchronous

Hybrid Option

Students choose from among all available schedules (on-Ground and online)

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

Instructional Sites and online learning

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

Online learning

The Master of Arts can be taken in a fully online format. Online courses are delivered in 7-week sessions. There are two sessions in each 15-week semester.

M.A. Human Development

Core Curriculum

Core courses (12 units required)

HD 500 Advanced Studies in Early Childhood Themes and Life Cycle Issues (3)

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

HD 688A Thesis Cohort A (3)

HD 688C Thesis Cohort: Project (3)

Areas of Specialization

In addition to the core curriculum, students may further specialize by choosing from among several specializations. The seven program specializations build on the core theoretical and skill development of the general curriculum and allow students to focus on a particular area of professional interest.

Pasadena and Online students are required to choose a specialization. Students enrolled at instructional sites will complete a designated specialization.

- » Development Across the Lifespan (Generalist)
- » Early Childhood Education and Development
- » Social Change
- » Leadership in Education and Human Services

Development Across the lifespan Specialization

This specialization is designed for those who wish to gain a holistic perspective of human development. Coursework focuses on different phases of the lifespan, from birth to the later years, and also addresses issues spanning across Multiple life stages. This specialization is designed for students who wish to work in integrated, cross-generational settings, including family and community advocacy, as well as those who would like to work with adolescents, adults or the elderly.

HD 541 Advanced Studies in Communication for Empowerment (3)
HD 611 Advanced Studies in Working with Adults (3)
HD 651 Advanced Fieldwork as Qualitative Research (3)

Complete 9 units Of the following:

HD 503 The Earliest Years (3)
HD 505 Advanced Studies in Cognitive Development: How Children Learn (3)
HD 515 Advanced Studies in the Art of Observation (3)
HD 520 Contemporary Urban Adolescents (3)*
HD 535 Advanced Studies in Human Development: The Elder Years (3)*
HD 564 Advanced Studies in Community as a Context for Development (3)
HD 570 Development of Bicultural Children (3)
HD 592 Advanced Studies in Implementing Anti-Bias Curriculum (3)
HD 605 Advanced Studies in Developmental Education (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Early Childhood Education and Development Specialization

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.

HD 541 Advanced Studies in Communication for Empowerment (3)
HD 600 Advanced Studies in Working with Children in a Diverse World (3)
HD 650 Advanced Studies in Reflective Teaching (3)

Complete 9 units Of the following:

HD 503 The Earliest Years (3)
HD 505 Advanced Studies in Cognitive Development: How Children Learn (3)*
HD 515 Advanced Studies in the Art of Observation (3)*
HD 590 Developing Anti-Bias Curriculum: Teaching our Values to our Children (3)
HD 602 Advanced Studies in Working with Families in a Diverse World (3)*
HD 605 Advanced Studies in Developmental Education (3)
HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives (3)*
HD 622 Authentic Infant-Competent Child (3)
HD 625 Intervention Models in Early Childhood Education (3)

HD 630 Advanced Studies in Language and Literacy Development (3)
HD 641 Advanced Studies in Team Building for Early Childhood Educators and Parents (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Social Change Specialization

This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive

social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Story-telling, dreaming, the arts, grant- writing, action research, the use of budgets and timelines, and autonomous community building are among the methods and mediums employed.

HD 541 Advanced Studies in Communication for Empowerment (3)

HD 581 Advanced Studies in Human Development and Social Change (3)

HD 582 Advanced Studies in Participatory Action Research (3)

Complete 9 units of the following:

HD 520 Contemporary Urban Adolescents (3)

HD 562 Advanced Studies in Diversity and Anti-Bias Issues (3)

HD 564 Advanced Studies in Community as a Context for Development (3)

HD 580 Children's Autobiographical Narratives as Social Justice Curriculum (3)*

HD 583 Dewey, Dubois, Vygotsky, Freire, and Hooks as Social Justice Pedagogy (3)*

HD 584 The Power of Our Stories: Exploring Issues of Race and Identity (3)*

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Leadership in Education and Human Services Specialization

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 of 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.

HD 551 Advanced Studies in Conflict Resolution and Mediation (3)

HD 616 Advanced Studies in Leadership in Education (3)

HD 663 Leadership – Fieldwork and Observation (3)

Complete 9 units Of the following:

HD 501 Advanced Studies in Human Development (3)

HD 541 Advanced Studies in Communication for Empowerment (3)*

HD 562 Advanced Studies in Diversity and Anti-Bias Issues (3)

HD 611 Advanced Studies in Working with Adults (3)*

HD 612 Working with Women in Cross-Cultural Context (3)

HD 641 Women in Administration (3)

HD 646 Advanced Studies in Team building for Early Childhood Educators and Parents (3)*

HD 695 Special Topics (3)

*These courses are available in a 7-week online format and are required for online, cohort, and instructional site students.

Course Descriptions

Bachelor Level Human Development Courses

HD 300 early childhood themes and life cycle issues 3 UNITS

Each stage of life poses a task to be accomplished. These tasks appear as challenges and bring the chance for growth, but also a fear of failure and discomfoting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment and failure - recur later in the life cycle. 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 UNITS

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

HD 305 Cognitive Development: How Children Learn 3 UNITS

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

- 1/ analysis of basic constructivist theories, primarily those of Piaget and Vygotsky;
- 2/ exploration of the cultural and developmental perspectives of cognitive theory; and
- 3/ application of theory to the diverse Educational needs of children.

Emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment and the curriculum.

HD 306 Play in Childhood 3 UNITS

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

HD 315 the Art Of Observation 3 UNITS

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

HD 320 contemporary urban Adolescents 3 UNITS

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

HD 330 Adult Development: Mission and Vision 3 UNITS

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

HD 335 Human Development: the Elder Years 3 UNITS

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

HD 341 Communication for Empowerment 1 UNIT

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 350 Communication and the Life Cycle 3 UNITS

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

HD 361 Social and Political Contexts of Human Development 3 UNITS

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

HD 363 Education for critical consciousness 3 UNITS

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

HD 364 Community as a Context for Development 3 UNITS

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

HD 370 Development Of Bicultural Children

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

HD 371 Working with Bicultural Children 3 UNITS

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

HD 373 the Development Of Children Of African Descent: Early Childhood Years (0-5) 3 UNITS

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

HD 374 development Of children Of African descent: school Age years (6-12) 3 UNITS

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

takes place within an Afrocentric model. Strategies will be examined that support children's growth and empowerment in community and institutional structures. The readings for this class focus on Afrocentric theories of development, family relationships, and coping with racism in the Educational system.

HD 380 Children's Autobiographical Narratives as Social Justice Curriculum 3 UNITS

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

HD 381 Human Development and Social Change 3 UNITS

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

HD 382 Participatory Action Research 3 UNITS

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

HD 384 the Power of Our stories: Exploring Issues Of Race And Identity 3 UNITS

This class will explore issues of race and its complex role within identity development. It will take an in-depth look at critical race and racialization theories and the application of these theories to individual and group racial identity development within a global society. Through personal stories and narrative literature, students will deconstruct how race impacts their identity. Students will also explore the effect that deconstructing race has upon their perception of themselves and the world around them. Through the sharing of stories, students will begin developing personal transformative strategies to more effectively support their work with children and families.

HD 390 Developing Anti-bias Curriculum: Teaching Our Values to Our children 3 UNITS

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

HD 391 Implementing Anti-bias Curriculum 3 UNITS

Designed for educators with some experience in anti-bias curriculum, this class will synthesize national Standards, state frameworks and district courses of study with a developmental, anti-bias philosophy. Developing interdisciplinary curriculum, critically analyzing current instructional practices and infusion of an anti-bias curriculum into all content areas are the main objectives for this class. This is the “how to” class for putting anti-bias curriculum into action in the classroom. I - Early Childhood Education II - Elementary Education Prerequisite(s): HD 361 and HD 400

HD 400 Working With Children in A Diverse World 3 UNITS

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

HD 402 Working with Families in A Diverse World 3 UNITS

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

HD 405 Developmental Education 3 UNITS

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

HD 406 Emergent Curriculum: Reflecting Learner Lives 3 UNITS

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

HD 411 working with Adults 3 UNITS

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

HD 424 Introduction to Therapeutic Companions/ Behavior Interventions 3 UNITS

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

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

HD 426 Working with Children who Challenge Teachers' Skills 3 UNITS

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

HD 430 Play, language And literacy development 3 UNITS

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

HD 432 Children's Literature 3 UNITS

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

HD 441 Team Building for Early Childhood Educators and Parents 3 UNITS

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

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

HD 445 Writing Our stories: reflections on literacy development 3 UNITS

Students in this class will develop the capacity to become reflective practitioners through writing and sharing their own stories about their experiences. Students will learn to effectively facilitate young children's beginning writing by modeling literacy behaviors, writing where children can see, scribing

children's words, and representing children's play in writing. Students will gain an understanding of the different ways that people express their own culture through writing.

HD 450 Reflective Teaching 1- 4 UNITS

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

HD 451 Fieldwork as Qualitative Research 1- 3 UNITS

Fieldwork requires the student to develop, implement and critically evaluate work in one of the following modes

A/ a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision;

B/ be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement;

C/ a job or internship &/or apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting, or

D/ a job or internship &/or apprenticeship which involves them in ongoing work with children.

Observation requires the students to reflect and analyze the work of others in one of the following settings:

a/ administration &/or supervision,

b/ college teaching/teaching adults,

c/ parents or other adults in an approved community/family or social service setting, or

d/ ongoing early care and Education with children.

The course requires the student to critically evaluate their Fieldwork and Observations with a synthesis of better practices in the field. They will critically evaluate issues of power and synthesize their own values development as the course progresses. Fieldwork and Observation are calculated on a 2:1 ratio.

Credit is based on 45 hours per unit of fieldwork and/or observation, journal keeping, reading and seminar. Credit is based on 40 hours per unit of fieldwork and/or observation, journal keeping, and reading seminar.

HD 460 Foundations of Teaching Art: Releasing the Imagination 3 UNITS

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

HD 470 Teaching as Performing Art 3 UNITS

Students explore creative drama as a process-centered form of expression in which they are guided by a leader to imagine, enact, and reflect upon human experiences. The purpose is to provide an alternative approach to teaching social studies and integrated Arts which opens children's minds, stimulates

their imaginations and language abilities, and sparks their enthusiasm for continued personal development and discovery. This class may also serve as a practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities in a variety of Subject areas and need help in getting started.

HD 471 Community Music 3 UNITS

Students will actively investigate the implications of cognitive developmental theory for early childhood Education and the elementary classroom. Objectives of the class include analysis of basic constructivist theories, exploration of the cultural and developmental perspectives of cognitive theory; and application of theory to the diverse Educational needs of children. Emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment and the curriculum.

HD 475 Arts and Social Change

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

HD 489 Reflection on Life Experience Prior Experiential Learning

This class is open to any student admitted to the B.A. program. To earn unit for HD 489 the student must produce four 2-part reflection papers and two presentations, communicating in writing and orally to the members of the seminar, including the instructor. Each presentation is based on a selected segment of the student's life experience, at least half a year in length, and follows the guidelines detailed in the course description. Pacific Oaks students bring a breadth of diverse life experiences to the college. This class provides an opportunity for reflecting, conceptualizing, and clearly communicating, in papers, portfolio and one presentation, what they have learned about human development from selected life experiences. Papers must demonstrate deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Writing is shared, mutually edited, and rewritten in a skill-building process. Class members are expected to participate actively in creating a learning community, practicing the skill of giving and receiving feedback. If desired, this class can serve as the basis for receiving unit for life experience (CLE) and as part of requirements for the waiver of the B.A. degree for Admission to the MA program. For further information see catalog under Unit for Life Experience.

HD 491 Pacific Oaks Online Orientation 0 UNITS

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

HD 492 Independent Study 1-4 UNITS

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

HD 493 Fieldwork: Practicum A 3 UNITS

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

- » Observation and recording
- » Understanding the context of observations e.g. nutrition, parental relationship, family culture

- » Developing working relationships with teachers, staff, and other professionals
- » Ability to implement recommendations of different analysts and integrating different philosophies of care adapting to different types of environments in order to be employable in different settings

HD 494 Fieldwork: Practicum B 3 UNITS

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

HD 495 Special Topics 1-4 UNITS

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

HD 497 B.A. Capstone: Reflections on the Theory and Practice 3 UNITS

The capstone project class 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 learning at Pacific Oaks using the core competencies and the Program Level Outcomes (PLOs) as structures and guides. An essential element of this class is to be an active and participating member of the learning community.

A completed portfolio and its presentation are the means by which this learning is documented. Portfolios must demonstrate an engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes and patterns present in human development as well as a theoretical and contextual understanding.

HD 499P Writing for Empowerment 0 UNITS

This course is designed as a companion process course to BA content courses at Pacific Oaks College. The course is focused on the Human Development Program Learning Outcome of Communication. Students will receive support in becoming familiar with and demonstrate appropriate Edited English skills. They will be guided to identify their own communication and writing strengths, identify mistakes and patterned errors in their writing, and will learn to independently proofread and edit for these issues. They will be able to collect writings into a coherent product and include materials relevant to the purpose of the product. They will learn to write for an identified audience

Master Level Human Development Courses

HD 500 Early Childhood themes And life Cycle Issues 3 UNITS

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

HD 501 Advanced studies in Human Development 3 UNITS

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

HD 502 Advanced Research Seminar 3 UNITS

Pacific Oaks students bring a breadth of diverse life experience to the college. This class provides an opportunity for reflecting, conceptualizing, and clearly communicating, in papers, portfolio and one presentation, what they have learned about human development from selected life experiences. Papers must demonstrate deep engagement with the topics as evidenced by the ability to articulate the developmental nuances, subtleties, themes, and patterns present in the student's life. Writing is shared, mutually edited, and rewritten in a skill-building process. Class members are expected to participate actively in creating a learning community, practicing the skill of giving and receiving feedback.

HD 503 Advanced Study of the Earliest Years 3 UNITS

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

HD 505 Advanced Studies in Cognitive Development: how Children Learn 3 UNITS

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

- 1/analysis and critique of constructivist theory;
- 2/analysis and evaluation of the cultural and developmental perspectives of cognitive theory, and
- 3/ synthesizing theory and the diverse Educational needs of children.

Emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment and the curriculum.

HD 506 Advanced Studies in Play in Childhood 3 UNITS

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

HD 515 Advanced studies in the Art Of Observation 3 UNITS

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

HD 520 Advanced Studies in Contemporary Urban Adolescents 3 UNITS

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

HD 535 Advanced Studies in Human Development: the Elder Years 3 UNITS

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

HD 541 Advanced Studies in Communication for Empowerment 3 UNITS

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

HD 545 Advanced Communication for Empowerment: Online 3 UNITS

This course assesses the impact of the online format on interpersonal communication. Students will evaluate how existing skills can be applied and adapted to improve the effectiveness of online communication. Note: Communication for Empowerment is offered in this modular format online. All three (3) modules must be completed to satisfy core requirement.

HD 546 Advanced Communication for Empowerment: In the Life Cycle 3 UNITS

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

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

HD 547 Advanced Communication for Empowerment: In Culture 3 UNITS

One of the most challenging issues we face in cross-cultural communication is the potential for misunderstanding and the need to move from an ethnocentric orientation to the place of cultural equity. Students will examine proxemics, kinesics and paralanguage along with power dynamics. Note: Communication for Empowerment is offered in this modular format online. All three (3) modules must be completed to satisfy core requirement.

HD 550 Advanced studies in Communication And the life cycle 3 UNITS

This class is about life cycles and communication concepts. It is a goal of this class to enhance critical awareness of the interconnected and interdependent components of communication and tasks of various life cycle changes. Students will evaluate how attention to communication can facilitate engagement with the task of each Specific stage. Students will synthesize information for personal and

professional relationships. Communication and life cycle issues will be evaluated in a holistic way, looking at the needs of both parties as well as the social context of interactions.

HD 551 Advanced studies in Conflict Resolution and Mediation

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

HD 561 Advanced Studies in Social and Political Contexts of Human Development 3 UNITS

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

HD 562 Advanced studies in diversity And Anti- bias issues 3 UNITS

This course offers an in-depth, critical evaluation of the impact of institutional oppression on human service programs for children and adults and the significance of cultural and political contexts on individual development and learning. Students will study new research and methods for working with bicultural children and adults, and develop skills for doing anti-bias human service work and advocacy. Students are expected to engage in developing their own theoretical and methodological framework for bicultural and anti-bias work. Prerequisite(s): HD 361 and all of the following:

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

HD 563 Advanced Studies in Education for Critical Consciousness 3 UNITS

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

HD 564 Advanced Studies in Community As A context for Development 3 UNITS

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

HD 570 Development of Bicultural Children 3 UNITS

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

HD 573 Advanced studies in the Development Of children Of African descent: Early Childhood Years (0-5)
3 UNITS

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

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

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

HD 580 Children's Autobiographical Narratives as Social Justice Curriculum 3 UNITS

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

HD 581 Advanced Studies in Human Development And Social Change 3 UNITS

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

HD 582 Advanced Studies in Participatory Action Research 3 UNITS

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

HD 583 Advanced studies in Dewey, Dubois, VygOtsky, Freire, and Hooks as Social Justice Pedagogy
3 UNITS

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

HD 584 Advanced studies in the Power of Our Stories: Exploring issues Of Race and Identity 3 UNITS

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

HD 590 Advanced Studies in Anti-bias Curriculum: Teaching Our Values to Our children 3 UNITS

Students will evaluate foundational concepts, models and rationale for constructing anti-bias curriculum, with a particular focus on early childhood Education and developmentally appropriate practice. Students will critique attitudes and behaviors towards others in the areas of gender, race, culture, abilities and class. Content also includes: developmental issues, curriculum models, analysis of resources/ materials and construction of advocacy tools. The importance of self- introspection and critical thinking will be stressed. Prerequisite(s): HD 600 or instructor permission.

HD 592 Advanced Studies in Implementing Anti-bias Curriculum 3 UNITS

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

HD 600 Advanced Studies in Working with Children in A Diverse World

Students will evaluate developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. Students will investigate and critique the uses of interpersonal power in settings where adults and children encounter each other, observe children in a variety of contexts, and create effective facilitative strategies for teaching,

parenting, and social and Educational change. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; synthesis of theory and practice; and the impact of social contexts on oneself and others.

HD 602 Advanced studies in Working with Families in A diverse World 3 UNITS

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

HD 605 Advanced studies in Developmental Education 3 UNITS

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

HD 606 Advanced Studies in Emergent Curriculum: Reflecting Learner Lives 3 UNITS

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

HD 611 Advanced Studies in Working with Adults 3 UNITS

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

HD 612 Working with Women in A cross-cultural Context 3 UNITS

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 Advanced studies in Leadership in Education

This class is a seminar for professionals in leadership situations who work in early childhood Education and other human service professions. Students will evaluate Educational issues in contemporary society.

Topics include: working effectively with diverse colleagues and families; program development and administration; strategies for facilitating empowerment, responsibility and advocacy; adult supervision; and professional growth and survival. Students will be expected to critically evaluate their own practice and values, to observe and assess other adults working with children and their families or with other adults, and to synthesize values with practice.

HD 622 Advanced studies in Authentic Infant-competent Child 3 UNITS

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

HD 625 Advanced Studies in Intervention Models in Early Childhood Education 3 UNITS

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 630 Advanced Studies in Language and Literacy Development 3 UNITS

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 641 Advanced studies in Team Building for Early Childhood Educators and Parents 3 UNITS

Designed for administrators, teachers, staff, and parents to create effective teams that value working together with mutual respect. Students will evaluate and create strategies for:

- 1/including parents as members of the team working for the growth and support of the children;
- 2/ developing clear communication, written and oral, formal and informal and
- 3/ exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. This is an equivalent class for HD 640 - Advanced Studies in Methods of Family/School Collaboration, with permission of advisor.

HD 645 Advanced Studies in Writing our Stories: Reflections on Literacy Development 3 UNITS

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

HD 646 Advanced Studies in Women in Administration 3 UNITS

This class is designed to help women pursue a career in administration, and to evaluate the political and social forces that affect decision making, critique the importance of style and image, construct networking techniques, formulate effective communication skills and analyze issues around sexual

harassment. Students will design class projects, conduct interviews, evaluate and compare research findings, and participate in mini-seminars, as well as critique the contributions of various class guest speakers. By arrangement, this class may give credit for Administration/ Supervision of Child Care Programs.

HD 650 Advanced studies in Reflective Teaching 3 UNITS

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

HD 651 Advanced Fieldwork as Qualitative Research 3 UNITS

Fieldwork requires the student to develop, implement and critically evaluate work in one of the following modes:

A/ a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision;

B/ be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement;

C/ a job or internship &/or apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting, or

D/ a job or internship &/or apprenticeship which involves them in ongoing work with children.

Observation requires the students to reflect and analyze the work of others in one of the following settings:

A/ administration &/or supervision,

B/ college teaching/teaching adults;

C/ parents or other adults in an approved community/family or social service setting, or

D/ ongoing early care and Education with children.

The course requires the students to critically evaluate their Fieldwork and Observations with a synthesis of better practices in the field. They will critically evaluate issues of power and synthesize their own values development as the course progresses. Fieldwork and Observation are calculated on a 2:1 ratio. Credit is based on 45 hours per unit of fieldwork &/or observation, journal keeping, reading and seminar.

HD 656 Administration/Supervision: Fieldwork/ Observation 1 UNIT

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

HD 657 College Teaching/Teaching Adults: Fieldwork/Observation 1-3 UNITS

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

with special attention to instructional process and strategies. Credit is based on 45 hours per unit of observation, reading, and seminar participation. Available to B.A. students upon discretion of advisor.

HD 658 Parent/Community Work: Fieldwork/ Observation 3 UNITS

Fieldwork requires that students have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation. Observation focuses on one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed is required. Credit is based on 45 hours per unit of observation, reading, and seminar participation.

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

HD 660 Advanced Studies in Foundations of Teaching Art: Releasing the Imagination 3 UNITS

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

HD 663 Leadership - Fieldwork And Observation 1-3 UNITS

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

HD 677 Advanced Studies in the Community as Classroom: Forging Connections Through the Arts
3 UNITS

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

HD 680 Introduction to Pacific Oaks Pedagogy 3 UNITS

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

HD 685 Thesis Development A 1 UNIT

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

HD 686 Thesis Development b 1 UNIT

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

Prerequisite(s): HD 685, or waiver.

HD 687 Thesis Development c 1 UNIT

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

HD 688A Thesis Cohort A* 3 UNITS

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 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 methods chapters and have begun work on their literature review and data collection.

*Course is considered half-time

HD 688c Thesis Cohort: Project* 3 UNITS

This course is the second of a two-course thesis sequence. Students will learn how to use data to confirm, extend or challenge existing theories, as well as construct new theories, about their topic. 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 the course must enroll in HD 699C all subsequent semesters they are working on their thesis. The pre-requisite for this course is HD 688A

*Course is considered half-time

Note: Student may petition instructor to waive HD 688A and enroll in HD 688C only if student has completed HD 684, or the sequence of HD 685/686/687, or has otherwise completed the outcomes for HD 688A.

HD 689 Thesis Support Group 0 UNITS

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

HD 690 Thesis Workshop 0 UNITS

This course provides support during thesis writing by linking course work to the thesis process through fieldwork/data gathering and theory work/literature review. It also supports the integration of all thesis chapter material into a final document.

Prerequisite(s): HD 684 or equivalent.

HD 691 Pacific Oaks Online Orientation 0 UNITS

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

HD 692 Independent Study 1-4 UNITS

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

HD 695 Special Topics 1-4 UNITS

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

HD 698 Assessment of Experience 1 UNIT

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

HD 699A Thesis/Master's Project* (Previously HD 699) 3 UNITS CR/NCR

First semester of thesis work. If the student does not complete the thesis in the initial semester of registration, then they must enroll in HD 699C Thesis Completion. Prerequisite(s): An Advancement to Candidacy form signed by the Thesis Chairperson on file in the Registrar's office.

*Course is considered half-time

HD 699c Thesis Continuation

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

Prerequisite(s): HD 699A

School of Cultural and Family Psychology

The School of Cultural and Family Psychology offers programs relevant to understanding the multiplicity of challenges facing children and families and prepares students to address such critical areas as family violence, trauma, immigration and deportation anxiety, oppression, brain development, and infant mental health. Our “culture centered model” of Education integrates the traditional and current theories, research and praxis in mental health Education with a cultural lens in an experiential learning community. The understanding of culture is infused in our programs to prepare students to become culturally attuned practitioners committed to a just and safe society.

There are several options for the MA in MFT. There is the traditional MFT program and three specializations in the MFT program. They are the Latina Family Studies Specialization, The African-American Family Studies Specialization, and the Trauma Studies Specialization. Pacific Oaks’ M.A. 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 systems and community and to explore how those factors directly impact family dynamics and the mental health of each family member.

Master of Arts in Marriage and Family Therapy

The Marriage and Family Therapy (Traditional) Program is a unique Educational Master’s program for developing clinically skilled, culturally attuned marital and family therapists. The MFT Traditional program offers 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.

Master of Arts in Marriage and Family Therapy with a Specialization in African-American Family Studies

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 student body consists primarily, but not exclusively, of mental health specialists and academics with intimate knowledge and experience of the African American community’s mental health needs. The program is open to all people who wish to specialize in serving the mental health needs of African-American families and communities.

Master of Arts in Marriage and Family Therapy with a Specialization in Latina/o Family Studies

The Latina/Latino Family Studies program is a unique “culture centered cohort” that utilizes the strengths of the Latina culture to inform its process of educating Master’s students. The program seeks to develop culturally attuned marriage and family therapists with a deep respect for 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 Educational emphasis on the diverse mental health needs of Latina/Latino children and families. The Educational experience of the ‘Comadre-Compadre’ Cohort model is culturally transformational; it is an intensely dynamic, intellectually relevant process. Faculty and students make up a learning community, “la familia,” that uniquely challenges both the personal and professional development of all its participants.

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

The core values of the AAFS and 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.

Master of Arts in Marriage and Family Therapy with a Specialization in Trauma Studies

As a school dedicated to the mental health profession, Pacific Oaks College School of Cultural and Family Psychology 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 64 units. The program integrates the MFT courses with the Trauma studies specialization courses with an emphasis on developing in- depth understanding of trauma in the mental health field. Students will engage as a learning community not only in the classroom but in their training sites to foster their professional development and clinical skills in working in the trauma field . The program is an intimate community that engages students to address not only the clinical aspects of trauma studies, but the sociopolitical underpinnings of community that influence the incidence of violence and how it is addressed in our society. The Trauma studies specialization is an option for students who are in 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.

Locations

Pasadena

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 believe 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 expected and mentored towards critically examining their own attitudes, beliefs and values to become clinically skilled and culturally attuned therapists.

Licensed Professional Clinical Counselor (LPCC)

Students interested in meeting the requirements for LPCC eligibility can choose to take an additional MFT course, MFT 670 Career Development Theories and Techniques (3 units). The MFT coursework meets the statutory requirement for Licensed Professional Clinical Counselor (LPCC) Licensure under business and Professional Code section (BPC) 4999.32.

Board of Behavioral Sciences and the MFT Program Requirements

The M.A. in MFT satisfies all of 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).

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 recover- 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.

No less than 12 semester credits of course work in the areas of Marriage and Family Therapy, and marriage and family systems approaches to treatment.

1. 6 semester credits of supervised practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
2. A minimum of 225 hours of face to face experiences counseling individuals, couples, families, or groups (up to 75 hours may be gained performing client centered advocacy).
3. A 2 semester course in California law and professional ethics.
4. A minimum of 7 contact hours of training or course work in child abuse assessment and reporting.
5. A minimum of 10 contact hours of training or course work in human sexuality.
6. Specific instruction in alcoholism and other chemical substance dependency.
7. 15 contact hours of course work in spousal or partner abuse assessment, detection and intervention.
8. A minimum of 2 semester credits in a survey course in psychological testing.
9. A minimum of 2 semester credits in survey course in psychopharmacology.
10. A minimum of 10 contact hours of course work in aging and long-term care.

Licensure

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

MFT Program Outcomes

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 9 competencies are evaluated at a rudimentary level at the Admission s interview, after 24 units of credit for course work in the First Year Review process, and comprehensively in the clinical training process in the advanced level of the program through the practicum placement.

- Clinical Evaluation Skills
- Crisis Management Skills
- Treatment Plan Development Skills
- Clinical Treatment Skills
- Human Diversity Competency
- Law and Ethics Competency
- Personal Maturity and Interpersonal Skills
- Professionalism
- Use of Supervision/Teachers/Mentors

Number of Admit Terms per Year

Ground

Fall 1, Spring 1, Summer 1: Traditional MFT* and Trauma Studies Specialization

Fall 1 Only: Latino/a Family Studies Specialization Cohort and African-American Family Studies Specialization Cohort

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

Application Requirements

- » Completed Application for Admission
- » Application Fee
- » Resume
- » Personal Statement in relation to the MFT program
- » Official Transcripts from the Bachelor's Degree Granting Institution
- » Two letters of recommendation; one must be from a current or previous supervisor
- » Interview
- » Essay for Specialization

Policies

Transfer of Credit and Waiver of Courses

A maximum of 18 units of graduate-level transfer credit can be accepted from a regionally accredited MFT program approved by the Board of Behavioral Sciences. 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 units. Upon application to the MA programs, the request for Transfer credit review must be initiated, reviewed and determined prior to enrollment in the first semester classes.

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at Pacific Oaks College with the exception of a maximum of 18 approved graduate level transfer units. Courses taken concurrently at another institution while enrolled in the MA MFT programs at Pacific Oaks College are not transferable for credit.

Credit Hours per Year and Program Length

The MFT courses are designed to address the clinical development of the student. Since this is a clinical degree that has additional professional requirements, MFT students are advised to take no more than 8 or 9 credits per semester. The MFT programs are designed to offer the student a developmental approach to their learning. Many courses have prerequisites to provide academic and clinical foundations for the advanced courses. During Practicum (Advanced portion of the program) students will be placed at an agency for additional hours of clinical training in addition to their coursework.

As a full time student, the program may be completed in 2¾ year's full time or in 8 semesters. The maximum duration of the Master of Arts in Marriage Family Therapy program is five years full-time.

Students must be enrolled for a minimum of eight semester hours during fall and spring semester and four credits during summer term to be classified as full- time students for the purpose of financial aid.

Student Handbook

Upon admission to the MFT program, each MFT student will be given the Pacific Oaks College MFT Student Handbook. Each student in the program is required to adhere to these academic and professional Standards as detailed in the handbook. Upon receipt of the handbook, the student will sign a form that they have received the handbook, have reviewed it, and have agreed to the terms of the handbook as a Pacific Oaks College MFT student. Each student is directed to discuss any and all of these required Standards with their academic advisor if they have any questions.

Program Specific Requirements

Role of Faculty Advisor

The faculty advisor serves as an academic/professional mentor who reviews the program and the professional development requirements with the student. Prior to registering for classes each semester, students are required to meet with their faculty advisor. This promotes the quality and continuity of the faculty mentorship relationship for MFT students.

In addition the faculty advisor may assist in the following ways:

- Discuss the program, coursework and prerequisites
- Discuss their professional development and non-academic requirements for the MFT program
- Review their academic progress and clinical readiness for practicum.

Prerequisites:

The courses 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.

The MFT programs include the following competencies:

- » Diversity
- » Development
- » Communication
- » Research
- » Praxis

In addition, the MFT Department adheres to two other competencies specific to the needs of the mental health profession, as defined by the laws and regulations of the State of California and as circumscribed by the professional standards of the mental health profession:

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

First Year Progress Review

The M.A. in Marriage and Family Therapy is a clinical degree. In addition to academic performance, first year Progress review The M.A. 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 clinical training and practicum status:

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

After completing 24 credits and in good standing, each student will obtain recommendation evaluations for the first year review from two MFT faculty members, one of whom must be an MFT full time faculty member.

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 her/his academic advisor to review her/his overall performance to date. The performance review includes both academic progress and nonacademic requirements within the scope of clinical readiness. 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 his/her course work with a 3.0 minimum GPA. All masters' level courses in the MFT programs require a minimum of a B grade to pass the course.
- » The student has been consistent in engaging in the classroom discourse and collaborating as a team member.
- » The student has come prepared for the class.
- » The student demonstrates understanding of MFT theories, and Evidence Based practices, and their application.
- » The student has completed all of his/her 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 his/her capacity to behave responsibly and professionally in his/her student role, and in relation to his/her learning community.
- » The student has demonstrated sound professional judgment.
- » The student has demonstrated the capacity for being on time and meeting deadlines.
- » The student is respectful of the learning community and the ground rules.

- » The student has demonstrated the capacity as a team member in the learning community.
- » The student is one who honors his/her 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 his/her own process.
- » The student has been capable of setting boundaries.
- » The student has the ability to monitor his/her 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 demonstrated a willingness to explore issues of diversity in relation to his/her own life experience.
- » The student actively pursues knowledge and experience that enhances his/her capacity for cultural competency.
- » The student is open to diverse ways of learning.
- » The student's respect for cultural diversity is manifested in his/her writing, discussions, and behavior, including the following characteristics:
 1. Capacity for insight, reflection
 2. Ability to listen effectively and empathically
 3. Openness to feedback, new ideas and situations
 4. Commitment to self-growth
 5. Professional behavior in the classroom

If the student does not meet all of the requirements for First Year Review after completing a minimum of 24 credits, the advisor and Academic Director may recommend several options for the student.

The M.A. in MFT satisfies all of 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).

Pacific Oaks MFT Program Coursework can range from 60 to 68 units depending upon which program you are enrolled in. A minimum Of 60 semester credits is required for the traditional MFT program. Each MFT program meets each of the following BBS requirements :

1. Integrates Marriage and Family Therapy principles throughout the curriculum.
2. Integrates the principles of mental health recovery- oriented care and methods of service delivery in recovery-oriented practice environments, among others, throughout the curriculum.
3. 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.

4. Encourages students to develop the personal qualities that are intimately related to effective practice including integrity, sensitivity, flexibility, insight, compassion, and personal presence.
5. 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.

There are no less than 12 semester credits of course work in the areas of Marriage and Family Therapy, and Marriage and Family Systems approaches to treatment.

- 6 semester credits of supervised practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
- A minimum of 225 hours of face to face experiences counseling individuals, couples, families, or groups (up to 75 hours may be gained performing client centered advocacy).
- A 2 semester course in California law and professional ethics.
- A minimum of 7 contact hours of training or course work in child abuse assessment and reporting.
- A minimum of 10 contact hours of training or course work in human sexuality.
- Specific instruction in alcoholism and other chemical substance dependency.
- 15 contact hours of course work in spousal or partner abuse assessment, detection and intervention
- A minimum of 2 semester credits in a survey course in psychological testing.
- A minimum of 2 semester credits in survey course in psychopharmacology.
- A minimum of 10 contact hours of course work in aging and long-term care

MFT Clinical Training Program

The School of Cultural & Family Psychology's Marriage and Family Therapy (MFT) Programs maintains relationships with clinics, county and community-based agencies, and medical facilities throughout the greater Los Angeles area and beyond 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 a portion of the 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
- A Trainee can only begin counting hours of experience if both the following requirements are met: (1) the student must have completed a minimum of 12 semester or 18 quarter units 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. Note: One exception is Personal Psychotherapy hours, which can count from the date a person begins his or her degree program. --Statutes and Regulations cited: B&P Code Section 4980.03; 4980.42

The School of Cultural & Family Psychology maintains a list of approved clinical training sites located throughout Southern California and a few in the Bay Area. Students complete their clinical training while completing course-related assignments.

Clinical Readiness and Clinical Training Orientation

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 his/her first year review and for his/her practicum and clinical training placement.

The Clinical Training Process

The clinical training process is developmental and has 3 major steps. Each step and its components/requirements must be completed before moving on to the next steps of the clinical training process.

Step 1: Completion of Personal Therapy Hours

All MFT students are required to complete a minimum of 20 hours of individual personal therapy with a licensed mental health professional (LMFT, LCSW, LPCC, Licensed Psychologist) prior to starting their practicum experience. Hours may begin being counted from time of enrollment at Pacific Oaks.

Documentation of individual therapy hours will be submitted to the Clinical Training office. A total of 36 hours of Individual psychotherapy is an MFT program requirement for graduation. Students are required to complete a total of 36 hours of personal therapy.

Completion of First Year Review

PRE-REQUISITE COURSEWORK (MINIMUM 24 UNITS)

Students must complete 22 of the required 24 units in the following courses prior to completing their First Year Review. These courses require a minimum of a B grade in each class to be eligible for First Year Review.

- MFT 507 Communication and Counseling Skills (3)
- MFT 508 Personality Theories and Psychological Testing (3)
- MFT 525 Interface of Society and Human Development (3)
- MFT 522 Theories of Marital and Family Therapy (3)
- MFT 555 Professional Ethics and the Law (2)
- MFT 535 Family Violence (2)
- MFT 533 Clinical Theories of Child Development (3)
- MFT 571 Psychopathology of the Adult
- or
- MFT 573 Psychopathology of Child and Adolescents (3)

Step 2: Clinical Training Orientation

» The clinical training orientation requires the student's participation/attendance in information sessions. Attendance and participation in all parts of the Clinical Training Orientation (CTO) is required.

» Students will sign a Student Responsibility Statement confirming their participation and commitment to the clinical training requirement.

Step 3:

» Submission of all required documentation to the Clinical Training Coordinator, including but not limited to:

- Cover Letter & Resume
- Student Responsibility Form

- Approval of clinical training readiness by faculty advisor (will be submitted directly to CT coordinator by faculty advisor)
- » Successful interview and selection with an approved practicum agency.
 - Before the start of MFT Traineeship with the approved agency, the student, agency director, agency clinical supervisor and clinical training coordinator must sign a Four-way Agreement form, outlining everyone's responsibilities.
 - The placement may start in spring (January- April), summer (May-August) or fall (September-December) semesters.
- » Enrollment in MFT 626 Practicum 1 course.

- » Proof of personal Professional Liability Insurance.

A Trainee can only begin counting hours of experience if all of the following requirements are met:

1. The student must have completed a minimum of 12 semester or 18 quarter units in a qualifying MFT degree program.
2. The student 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.
3. The student must have completed and submitted documentation of a minimum of 20 hours of personal therapy to the clinical training office.

Note: One exception is Personal Psychotherapy hours, which can count from the date a person begins his or her degree program."-- California Board of Behavioral Sciences: Statutes and Regulations cited: B&P Code Section 4980.03; 4980.42

Goals of the Clinical Training Program

- A/ To acquaint students with the clinical training regulations of the California Board of Behavioral Science and of the MFT programs at Pacific Oaks College.
- B/ To acquaint students with the various clinical placements approved by the School of Cultural and Family Psychology.
- C/ To support students through the process of interviewing with various agencies.
- D/ To explore issues of professional roles, tasks and behaviors regarding the MFT Trainee experience.
- E/ To assess the student's readiness for Clinical Training and practice.

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 during a 10-12 month training commitment at an approved site as part of their master's degree requirements. The experience is to be completed concurrently and in conjunction with the completion of the following classes in this order: The traineeship experience is to be completed concurrently and while enrolled in the following classes:

- MFT 626 Practicum 1
- MFT 628 Practicum 2
- MFT 655 Clinical Portfolio: MFT Theory and Practicum

The above three classes fulfill the BBS requirements of being enrolled in a practicum course while collecting hours as a trainee. In the event that a student has not earned a total of 225 BBS clinical training hours while enrolled in these courses one the following will apply;

1. If the student has earned a minimum of 185 hours they will be required to sign a contract with the Clinical Training Coordinator providing them with a MAXIMUM of 45 days to complete the remainder of their clinical training hours or other requirements. A student's practicum class requirements will not be considered satisfied and their degree will NOT be conferred until this requirement is met.
2. If the student has completed fewer than 185 of their 225 total hours they must enroll in MFT 684-Practicum D/Continuation to complete their clinical training requirement.

Requirements for Completion of Clinical Training

- 1/ Student must be in Satisfactory Academic Standing with the college.
- 2/ Successful completion of MFT 626, 628 and 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/ Completion of a minimum of a 10-month placement with an approved clinical training site (as outlined in the Four-way Agreement).
- 4/ Student is required to complete a minimum of 225 hours of face-to-face client contact (which can include individual, group, couples or family therapy).
- 5/ 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 School of Cultural and Family Psychology.
- 6/ Completion of Personal therapy hours; a total of 36 hours.
- 7/ Submission of copies of:
 - A/ MFT Weekly Summary of Hours of Experience (BBS Form)
 - B/ 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 16 hours)

"The maximum number of hours a person can earn while a Trainee is no more than 1,300 hours of the following: - Counseling and Supervision Hours (Max 750 hrs.) - Administering and Evaluating Psychological Tests, Writing Clinical Reports, Writing Progress or Process Notes (Max 250 hrs.) - Workshops, Seminars, Training Sessions or Conferences (Max 250 hrs.) - Client Centered Advocacy - Personal Psychotherapy Received (Max 100 hrs. triple counted as 300)." — California Board of Behavioral Science: Statutes and Regulations cited: B&P Code Section 4980.43 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

Full-time vs. Part-time Status

In general, faculty plans for students to spend three hours studying for each hour in class. Full-time status requires a minimum of eight credit hours of registration per semester. The program can be completed in as little as two and a half years if the student takes nine units per semester and is prepared to adjust their schedule for clinical training hours at an agency.

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

Length of Program

Ground

Part-Time: Varies

Full-Time: 32-36 months/8- 9 semesters

Course Length

Ground: 15 weeks in Pasadena, generally 10 to12 weeks during the summer semester

Course Schedule

Classes generally meet in one of three schedule patterns:

- Day/ Monday through Friday with classes generally running between 9:00AM and 12:00PM. Specialization programs hold day classes on Friday's generally between 8:30AM to4:30.
- Evenings/ Courses are offered Monday through Thursday with classes beginning at 4:00 PM or 7:00 PM.
- Weekend/ Courses are offered on Saturdays and Sundays all day.
- Specialization Cohorts/ The LFS and AAFS Specializations are offered in cohort formats. The LFS Cohorts meet six weekends per semester with classes running all day Friday, Saturday and Sunday. The AAFS Cohorts meet weekly on Wednesday evenings, and all day Saturday and Sunday for 6 scheduled weekends per semester.

Program Course Requirements

The MFT Traditional program requires 12 -foundation units, 39-core units and 9-practicum units for a total of 60 units. The AAFS and LFS Specialization Programs total 62 units. The Trauma Studies Specialization Program requires 64 units.

MFT Traditional Program Requirements: 60 units

Foundation Courses (12units)

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

Core Courses (39 units)

MFT 533	Clinical Theories of Child Development (3)
MFT 545	Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548	Human Sexuality (1)
MFT 535	Family Violence (2)
MFT 555	Professional Ethics and the Law (2)
MFT 570	Evidence Based Practice(3)
MFT 571/573	Psychopathology of Adulthood/ or Psychopathology of Child and Adolescence (3)
MFT 575	Child Adolescent Therapy (3)
MFT 580	Research Methods and Critical Analysis (3)
MFT 625	Clinical Skills in Family Therapy (3)
MFT 635	Psychopharmacology (2)
MFT 640	Couples Therapy (2)
MFT 645	Group Therapy (2)
MFT 653	Cross-Cultural Mores and Values (3)

MFT 620 Gerontology (2)
MFT 660 Trauma and Recovery (3)

Practicum Courses (9 units)

MFT 626 Practicum I (3)
MFT 628 Marital and Family Therapy Practicum II (3)
MFT 655 Clinical Portfolio: MFT Theory and Practicum (3)

MFT African American Family Studies Specialization Program (62 units)

Foundation Courses (15 units)

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

Core Courses (38 units)

MFT 533 Clinical Theories of Child Development (3)
MFT 545 Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548 Human Sexuality (1)
MFT 535 Family Violence (2)
MFT 555 Professional Ethics and the Law (2)
MFT 570 Evidence Based Practice(3)
MFT 571/573 Psychopathology of Adulthood/Psychopathology of Child and Adolescence (3)
MFT 575 Child Adolescent Therapy (3)
MFT 580 Research Methods and Critical Analysis (3)
MFT 635 Psychopharmacology (2)
MFT 665 Clinical Skills in Group and Family Therapy (3)
MFT 620 Gerontology (2)
MFT 616 African American Child and Family (3)
MFT 617 African American Families, Historical Trauma, and Recovery (2)
MFT 618 African American Psychology (3)
MFT 619 Advocacy in the African American Community (1)

Practicum Courses (9 units)

MFT 626 Practicum I (3)
MFT 628 Practicum II (3)
MFT 655 Clinical Portfolio: MFT Theory and Practicum (3)

MFT Latina/o Family Studies Specialization Program (62 units)

Foundation Courses (15 units)

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

MFT 610 Latino/a History and Culture (3)

Core Courses (38 units)

MFT 533 Clinical Theories of Child Development (3)
MFT 545 Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548 Human Sexuality (1)
MFT 535 Family Violence (2)
MFT 555 Professional Ethics and the Law (2)
MFT 570 Evidence Based Practice(3)
MFT 571/573 Psychopathology of Adulthood/Psychopathology of Child and Adolescence (3)
MFT 575 Child Adolescent Therapy (3)
MFT 580 Research Methods and Critical Analysis (3)
MFT 635 Psychopharmacology (2)
MFT 665 Clinical Skills in Group and Family Therapy (3)
MFT 620 Gerontology (2)
MFT 611 Latino/a Family Systems (3)
MFT 612 Latino/a Families, Historical Trauma and Recovery (2)
MFT 613 Latino/a Psychology (3)
MFT 614 Latino/a Community Resources and Advocacy (1)

Practicum Courses (9 units)

MFT 626 Practicum I (3)
MFT 628 Practicum II (3)
MFT 655 Clinical Portfolio: MFT Theory and Practicum (3)

MFT Trauma Studies Specialization Program (64 units)

Foundation Courses (12units)

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

Core Courses (31 units)

MFT 533 Clinical Theories of Child Development (3)
MFT 545 Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548 Human Sexuality (1)
MFT 535 Family Violence (2)
MFT 555 Professional Ethics and the Law (2)
MFT 570 Evidence Based Practice(3)
MFT 571/573 Psychopathology of Adulthood/Psychopathology of Child and Adolescence (3)
MFT 575 Child Adolescent Therapy (3)

MFT 580 Research Methods and Critical Analysis (3)
MFT 625 Clinical Skills in Family Therapy (3)
MFT 635 Psychopharmacology (2)
MFT 64 Group Therapy (2)
MFT 60 Gerontology (2)

Practicum Courses (9 units)

MFT 626 Practicum I (3)
MFT 628 Practicum II (3)
MFT 655 Clinical Portfolio: MFT Theory and Practicum (3)

Trauma Studies Specialization Courses: (12 units)

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

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

Foundation Courses (15 units)

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

Core Courses: (32 units)

MFT 545 Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548 Human Sexuality (1)
MFT 535 Family Violence (2)
MFT 555 Professional Ethics and the Law (2)
MFT 570 Evidence Based Practice(3)
MFT 571/573 Psychopathology of Adulthood/Psychopathology of Child and Adolescence (3)
MFT 575 Child Adolescent Therapy (3)
MFT 580 Research Methods and Critical Analysis (3)
MFT 635 Psychopharmacology (2)
MFT 665 Clinical Skills in Group and Family Therapy (3)
MFT 620 Gerontology (2)
MFT 616 African-American Child and Family (3)
MFT 618 African American Psychology (3)

Practicum Courses: (9 units)

MFT 626 Practicum I (3)
MFT 628 Practicum II (3)
MFT 655 Clinical Portfolio: MFT Theory and Practicum (3)

Trauma Studies Specialization Courses: (12 units)

MFT 671	Complex Trauma and Recovery (3)
MFT 673	Historical Trauma (2) or MFT 617 African American Families, Historical Trauma-Recovery (2)
MFT 677	Culture, Attachment, and Trauma (3)
MFT 680	Immigration Trauma (2)
MFT 682	Military Trauma and the Family (2)

**MFT with a Dual Specialization in Latina/o Family Studies and Trauma Studies
(68 units)**

Foundation Courses (15 units)

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

Core Courses (32 units)

MFT 545	Substance Use, Co-Occurring Disorders and Addiction (2)
MFT 548	Human Sexuality (1)
MFT 535	Family Violence (2)
MFT 555	Professional Ethics and the Law (2)
MFT 570	Evidence Based Practice(3)
MFT 571/573	Psychopathology of Adulthood/Psychopathology of Child and Adolescence (3)
MFT 575	Child Adolescent Therapy (3)
MFT 580	Research Methods and Critical Analysis (3)
MFT 635	Psychopharmacology (2)
MFT 665	Clinical Skills in Group and Family Therapy (3)
MFT 620	Gerontology (2)
MFT 611	Latina/o Family Systems (3)
MFT 613	Latina/o Psychology (3)

Practicum Courses (9 units)

MFT 626	Practicum I (3)
MFT 628	Practicum II (3)
MFT 655	Clinical Portfolio: MFT Theory and Practicum (3)

Trauma Studies Specialization Courses: (12 units)

MFT 671	Complex Trauma and Recovery (3)
MFT 673	Historical Trauma 2 units or MFT 612 Latina Families, Historical Trauma-Recovery (2)
MFT 677	Culture, Attachment, and Trauma (3)
MFT 680	Immigration Trauma (2)
MFT 682	Military Trauma and the Family (2)

Marriage & Family Therapy Course Descriptions

For Students Entering the MFT Program Prior to Fall 2012 in 50-56 unit curriculum, please see the 2012-2013 course catalog.

MFT 507 Communication And Counseling Skills 3 UNITS

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 UNITS

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.

MFT 522 Theories of Marriage And Family Therapy 3 UNITS

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 his/her 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 UNITS

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. Prerequisites: MFT 507, 508, and 522

MFT 533clinical Theories Of Child Development 3 UNITS

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, 508 and 522

MFT 535 Family Violence 2 UNITS

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. Prerequisites: MFT 507, 508, 522, and 555

MFT 545 Substance Abuse, Co-occurring Disorders and Addictions 2 UNITS

This course is designed to give students a comprehensive overview of substance use and co-occurring disorders. It provides students 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, 508, 522, and 525

MFT 548 Human Sexuality 1 UNIT

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.

Prerequisites: MFT 507, 508, 522, 525, 555, and 571

MFT 555 Professional Ethics and the Law 2 UNITS

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. Prerequisites: MFT 507, 508 and 522 concurrently

MFT 570 Evidence Based Practice 3 UNITS

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, 522, 533, and MFT 571 or MFT 573, 660 and concurrently with 580

MFT 571 Psychopathology of Adulthood 3 UNITS

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): Prerequisite(s): MFT 507, 508, 522, 525 and 533

MFT 573 Psychopathology Of Childhood and Adolescence 3 UNITS

This class will examine the psychopathology of infancy, childhood and adolescence within a bio psychological, developmental, sociopolitical and family systems perspective. It will address challenges that children, adolescents and their families face that require direct and specialized mental health and social services alongside the appropriate Educational services. In this course clinical diagnosis will be examined using the DSM- therapy system, as well as other assessment approaches. Prerequisite(s): MFT 508, 522, 525, and 533

MFT 575 child And Adolescent Therapy 3 UNITS

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, 533,522, 525, 555 and MFT 571 or MFT 573

MFT 580 Research Methods and Critical Analysis 3 UNITS

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. Prerequisites: MFT 507, 508, 522,525 and 570 concurrently.

MFT 591 Independent Study 1- 3 UNITS

Independent Study in the MFT programs are undertaken under the supervision of an MFT faculty. No more than 3 units 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 610 Latina/o History and Culture 3 UNITS

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

MFT 611 Latina/o Family Systems 3 UNITS

This course is an integration of selected clinical issues, clinical practice, and research in understanding the mental health issues experienced by diverse Latina/Latino 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. Prerequisites: MFT 507,508, 610

MFT 612 Latina/O Families, Historical Trauma And Recovery 2 UNITS

This course will examine the impact of trauma on the lifecycle of individuals and families in the Latina/o 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. Prerequisites: MFT 610 and 611

MFT 613 Latina/o Psychology 3 UNITS

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. Prerequisites: MFT 610, 611, and 612

MFT 614 Latina/o Community Resources and Advocacy 1 UNIT

This course will address the traditional structures and current practices of institutions that influence and impact mental health services and wellbeing in the Latina/o community. Understanding the historical significance of marginalization and the ecological context of the Latina/o community in relation to institutional socio-cultural blindness will be evaluated. Particular emphasis is on social justice, advocacy theory and developing practice skills needed to become change agents for families in the Latina/o communities. Prerequisites: MFT 610, 611, and 612

MFT 615 African American History and Culture 3 UNITS

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

MFT 616 African American Family and Child 3 UNITS

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 & Recovery 2 UNITS

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 UNITS

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 UNIT

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 UNITS

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.

Prerequisites: MFT 507, 522, 525, 533, 555

MFT 625 Clinical Skills in Family Therapy (traditional MFT class-advanced class) 3 units

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, 522, 533, 571,

MFT 626 Practicum 1 3 UNITS

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.

Prerequisites: MFT 507, 508, 522, 525, 533, 555, and 571 or 573

MFT 628 Practicum 2 3 UNITS

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.

Prerequisites: MFT 570, 626, and 635 concurrently

MFT 635 Psychopharmacology 2 UNITS

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, 508, 522, 525, 533, MFT 571 or MFT 573,

MFT 640 Couples Therapy 2 UNITS

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, 508, 522, 525 and 555

MFT 645 Group Therapy 2 UNITS

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, 508 and 522, 525, 555

MFT 653 Cross-cultural Mores and Values 3 UNITS

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, 522, 533, 555, 571 or 573, and concurrently with 626.

MFT 655 Clinical Portfolio: MFT Theory & Practicum 3 UNITS

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, 626 and MFT 628,

MFT 660 Trauma and Recovery 3 UNITS

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, 522, 533,535

MFT 665 Clinical Skills in Family & Group Therapy (cohort class) 3 UNITS

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, 522, and 620

MFT 670 Career Development Theories and Techniques (elective course offered in addition to MFT required courses for students interested in LPCC) 3 UNITS

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 units

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 trauma and/or chronic and prolonged, 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. Prerequisites: MFT 507, 508 or 522

MFT 673 Historical Trauma 2 units

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.

Prerequisites: MFT 507, 508, 522, 525, 535 and 671

MFT 677 Culture, Attachment, and Trauma 3 units

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. Prerequisites: MFT 507, 508, 522, 555, 535, 671, and 672

MFT 680 Immigration Trauma 2 units

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 regards 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.

Prerequisites: MFT 535, 671 and 673

MFT 682 Military Trauma and the Family 2 units

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 skills 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.

Prerequisites: MFT 535, 671, and 673

MFT 685 Practicum Continuation 0 UNITS

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

School of Education

Bachelor's Completion Programs

Pacific Oaks College's School of Education offers bachelor's completion and master's degrees. The bachelor's completion program in Early Childhood Education includes pathways which are designed to meet the guidelines of the National Association for the Education of Young Children. All courses in the School of education are structured to provide access and flexibility to students. All have an online component; either blended with face to face instruction on campus, or fully online.

Bachelor of Arts in Early Childhood Education

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

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

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars,

interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Associate's degree or higher from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study or
- Successful completion of 60 units (12 contingency units are allowed) from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts(9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts

- Social Science (9 units)
- Minimum of 3 units in Introductory Psychology
- Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements

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

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, the College has developed articulation agreements with local colleges. The admissions counselors can help you through the initial process of assessing what credits can be transferred into Pacific Oaks. However, official evaluation and awarding of the transfer credits resides with the Registrar’s office.

Transfer Credit

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

Official transcripts should be submitted to the Admission’s Office at the time of application to be considered for transfer units.

Residency Requirement

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

Program Specific Requirements

A minimum of 120 semester units is required to earn the Bachelor’s degree in Early Childhood Education. A minimum of 30 of those units must be completed through Pacific Oaks course work to

fulfill the requirements for the 60 semester units of the Bachelor's Degree in Early Childhood Education. Applicants should have at least 60 transferable semester units and may transfer in up to 90 units towards the 120 required for B.A.-completion. Candidates in this program will complete a Signature Assignment in each course, which will be graded in Taskstream, by the course instructor. The compilation of all the signature assignments and other assignments will result in the creation of the final portfolio.

Students enrolled in the fully online B.A. Early Childhood Education degree program will complete courses 100% online, and unless otherwise-noted, courses are each 7 weeks in length.

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

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 the School of Education in conjunction with the student.

Graduation Requirements

Students are required to complete a portfolio and submit to Taskstream to be considered eligible for graduation. Subsequently, the student can 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation. If a student receives a grade below a 'C' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the students' academic standing.

Length of Program:

- Part-Time Ground – 48 months/12 semesters
- Full-Time Ground – 24 months/6 semesters
- Part-Time Online – 48 months/12 semesters
- Full-Time Online – 24 months/6 semesters

Course Length:

- » Online: Exclusively 7 weeks
- » Ground: Exclusively 7 weeks

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

Course Scheduling:

Ground

- » Evening/ Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Asynchronous:
(not all at the same time)

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Blended Option:

All courses are considered Blended as each has an online component (Canvas and Taskstream).

Bachelor of Arts in Early Childhood Education Curriculum

ECE 301: Foundations of ECE and Current Issues in the Education of Young Children

ECE 311: From Theory to Practice

ECE 320: Creating Inclusive Environments

ECE 351: The Creative Arts in Early Childhood Education

ECE 400: Action Research in ECE I

ECE 361: Child, Family & Community Partnerships in ECE

ECE 341: Social & Emotional Foundations in ECE

ECE 380: Healthy Living in Early Childhood

ECE 430: Play Language and Literacy

ECE 365: Technology in Early Childhood Education

ECE 401: Action Research in ECE II

ECE 390: Diversity, Equity and Social Justice in Early Childhood Education

ECE 305: Cognitive Development – How Children Learn

ECE 371: Development of Bicultural Children

ECE 406: Emergent Curriculum – Reflecting Learner Lives

ECE 402: Action Research in ECE III

ECE 391: Supervised Practicum in Early Childhood Education

ECE 410 Portfolio Seminar

Electives (four of below five courses required)

ECE 370: Infants and Toddlers

ECE 306: Play in Childhood

ECE 432: Children's Literature

SPED351: Collaboration and Communication

SPED361: Instructing and Assessing Students with Mild/Moderate Disabilities

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

Bachelor of Arts in Early Childhood Education with Credit for Learning from Experience (CLE)

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

Students pursuing a B.A. may qualify for up to 24 Units for life experience, which can be applied towards earning a bachelor's degree in Early Childhood Education.

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

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Associate's degree or higher from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study
or
- Successful completion of 60 units (12 contingency units are allowed) from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts(9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
 - Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements

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

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, the College has developed articulation agreements with local colleges. The admissions counselors can help you through the initial process of assessing what credits can be transferred into Pacific Oaks. However, official evaluation and awarding of the transfer credits resides with the Registrar's office.

Transfer Credit

A maximum of 24 transfer units will be considered for acceptance beyond the 60 units required for admission. A grade of “C” or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the Admission’s Office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 39 units through courses offered at Pacific Oaks College.

Program Specific Requirements

A minimum of 123 semester units is required to earn the Bachelor’s degree in Early Childhood Education with CLE. A minimum of 39 of those units must be completed through Pacific Oaks course work to fulfill the requirements for the 123 semester units of the Bachelor’s Degree in Early Childhood Education. Applicants should have at least 60 transferable semester units and may transfer in up to 84 units towards the 123 required for B.A.-completion. Candidates in this program will complete a Signature Assignment in each course, which will be graded in Taskstream, by the course instructor. The compilation of all the signature assignments and other assignments will result in the creation of the final portfolio.

Students enrolled in the fully online B.A. Early Childhood Education with CLE degree program will complete courses 100% online, and unless otherwise-noted, courses are each 7 weeks in length.

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

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 the School of Education in conjunction with the student.

Graduation Requirements

Students are required to complete a portfolio and submit to Taskstream to be considered eligible for graduation. Subsequently, the student can 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor’s degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor’s degree must be completed with a grade of “C” or higher. A cumulative grade point average of 2.0 is required for graduation. If a student receives a grade below a ‘C’ in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the students’ academic standing.

Length of Program:

- Part-Time Ground – 48 months/12 semesters
- Full-Time Ground – 24 months/6semesters
- Part-Time Online – 48 months/12 semesters

Full-Time Online – 24 months/6 semesters

Course Length:

- » Online: Exclusively 7 weeks
- » Ground: Exclusively 7 weeks

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

Course Scheduling:

Ground

- » Evening/ Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Asynchronous:

(not all at the same time)

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Blended Option:

All courses are considered Blended as each has an online component (Canvas and Taskstream).

Bachelor of Arts in Early Childhood Education with Credit for Learning from Experience (CLE) Curriculum

HD 489 Reflection on Life Experience

HD 499P Writing for Empowerment

ECE365 Technology in Early Childhood Education

ECE320 Creating Inclusive Learning Environments

ECE305 Cognitive Development: How Children Learn

ECE371 Development of Bicultural Children

ECE 406 Emergent Curriculum: Reflecting Learner Lives

ECE301 Foundations of ECE and Current Issues in the Education of Young Children

ECE 391 Supervised Practicum in Early Childhood Education

ECE 410 Portfolio Seminar

Electives:

ECE370 Infants and Toddlers

ECE 306 Play in Childhood

ECE 432 Children's Literature

SPED351 Collaboration and Communication

SPED361 Instructing and Assessing Students with Mild/Moderate Disabilities

Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization

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 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 nearly 70 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.

- May be completed in as little as 2 years full time and 5 years part time.
- To transfer into the B.A. program, students must have a minimum of 60 credits from a regionally accredited 2- or 4-year college or university.
- Pacific Oaks' Credit for Learning from Experience option allows students in this program to accelerate their progress toward a bachelor's degree and entry into a master's program by waiving undergraduate credit for experience they have gained in the workplace.
- Students have the opportunity to complete their fieldwork/practicum at Pacific Oaks prestigious Children's School
- Students pursuing the on-ground course of study may also have the opportunity to enroll in online courses.
- All School of Education program courses include an online component.
- The B.A. program provides the coursework, fieldwork, and practicum experience required for various child development permits in the state of California and prepares graduates to teach in a variety of preschool settings.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Associate's degree or higher from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study
or
- Successful completion of 60 units (12 contingency units are allowed) from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts(9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
 - Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements

- Completed Application for Admission
- Application Fee

- Resume
- Personal Statement
- Official Transcripts from All Institutions Attended

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. Our admissions counselors can help you through the initial process of assessing what credits can be transferred into Pacific Oaks. However, official evaluation and awarding of the transfer credits resides with the Registrar's office.

Transfer Credit

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

Official transcripts should be submitted to the Admission's Office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 63 units through courses offered at Pacific Oaks College.

Program Specific Requirements

A minimum of 123 semester units is required to earn the Bachelor's degree in Early Childhood Education with Trauma Studies Specialization. A minimum of 63 of those units must be completed through Pacific Oaks course work to fulfill the requirements for the 123 semester units of the Bachelor's Degree in Early Childhood Education with Trauma Studies Specialization. Applicants should have at least 60 transferable semester units toward the 123 required for this B.A. program. Students in this program will complete a Signature Assignment in each course, which will be graded in Taskstream, by the course instructor. The compilation of all the signature assignments and other assignments will result in the creation of the final portfolio.

Students enrolled in the fully online B.A. Early Childhood Education degree program will complete courses 100% online, and unless otherwise noted, courses are each 7 weeks in length.

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

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 the School of Education in conjunction with the student.

Graduation Requirements

Students are required to complete a portfolio and submit to Taskstream to be considered eligible for graduation. Subsequently, the student can 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation. If a student receives a grade below a 'C' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the students' academic standing.

Length of Program:

- Part-Time Ground – 60 months/15 semesters
- Full-Time Ground – 24 months/6 semesters
- Part-Time Online – 60 months/15 semesters
- Full-Time Online – 24 months/6 semesters

Course Length:

- » Online: Exclusively 7 weeks
- » Ground: Exclusively 7 weeks

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

Course Scheduling:

Ground

- » Evening/ Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Asynchronous:

(not all at the same time)

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Blended Option:

All courses are considered Blended as each has an online component (Canvas and Taskstream).

Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization Curriculum

ECE 301: Foundations of ECE and Current Issues in the Education of Young Children

ECE 311: From Theory to Practice

ECE 320: Creating Inclusive Environments

ECE 351: The Creative Arts in Early Childhood Education

ECE415: Family Violence and Child Abuse *

ECE 400: Action Research in ECE I

ECE 361: Child, Family & Community Partnerships in ECE

ECE 416: Separation, Deployment Trauma, and Early Development *
ECE 341: Social & Emotional Foundations in ECE
ECE 380: Healthy Living in Early Childhood
ECE 406 Emergent Curriculum – Reflecting Learner Lives
ECE 430: Play Language and Literacy
ECE 417: Death, Divorce, and Difficult Times *
ECE 365: Technology in Early Childhood Education
ECE 401: Action Research in ECE II
ECE 390: Diversity, Equity and Social Justice in Early Childhood Education
ECE 305: Cognitive Development – How Children Learn
ECE 371: Development of Bicultural Children
ECE 418 Trauma, Culture, and Immigration *
ECE 402: Action Research in ECE III
ECE 419 Parent Incarceration and its Impact *
ECE 391: Supervised Practicum in Early Childhood Education
ECE 410 Portfolio Seminar

Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization with Credit for Learning from Experience (CLE)

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

Students pursuing a B.A. may qualify for up to 24 Units for life experience, which can be applied towards earning a bachelor's degree in Early Childhood Education.

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

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Associate's degree or higher from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study
or
- Successful completion of 60 units (12 contingency units are allowed) from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts(9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
 - Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements

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

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, the College has developed articulation agreements with local colleges. The admissions counselors can help you through the initial process of assessing what credits can be transferred into Pacific Oaks. However, official evaluation and awarding of the transfer credits resides with the Registrar's office.

Transfer Credit

A maximum of 24 transfer units will be considered for acceptance beyond the 60 units required for admission. A grade of "C" or higher in courses from a regionally accredited institution will be considered for transfer units.

Official transcripts should be submitted to the Admission's Office at the time of application to be considered for transfer units.

Residency Requirement

It is expected that students will fulfill a minimum of 39 units through courses offered at Pacific Oaks College.

Program Specific Requirements

A minimum of 123 semester units is required to earn the Bachelor's degree in Early Childhood Education with CLE. A minimum of 39 of those units must be completed through Pacific Oaks course work to fulfill the requirements for the 123 semester units of the Bachelor's Degree in Early Childhood Education. Applicants should have at least 60 transferable semester units and may transfer in up to 84 units towards the 123 required for B.A.-completion. Candidates in this program will complete a Signature Assignment in each course, which will be graded in Taskstream, by the course instructor. The compilation of all the signature assignments and other assignments will result in the creation of the final portfolio.

Students enrolled in the fully online B.A. Early Childhood Education with CLE degree program will complete courses 100% online, and unless otherwise noted, courses are each 7 weeks in length.

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

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 the School of Education in conjunction with the student.

Graduation Requirements

Students are required to complete a portfolio and submit to Taskstream to be considered eligible for graduation. Subsequently, the student can 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: All coursework to be applied toward the core course requirements for the bachelor's degree must be completed with a grade of "C" or higher. A cumulative grade point average of 2.0 is required for graduation. If a student receives a grade below a 'C' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the students' academic standing.

Length of Program:

- Part-Time Ground – 48 months/12 semesters
- Full-Time Ground – 24 months/6 semesters
- Part-Time Online – 48 months/12 semesters

Full-Time Online – 24 months/6 semesters

Course Length:

- » Online: Exclusively 7 weeks
- » Ground: Exclusively 7 weeks

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

Course Scheduling:

Ground

- » Evening/ Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Asynchronous:

(not all at the same time)

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Blended Option:

All courses are considered Blended as each has an online component (Canvas and Taskstream).

Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization with Credit for Learning from Experience (CLE) Curriculum

HD 489 Reflection on Life Experience

HD 499P Writing for Empowerment

ECE365 Technology in Early Childhood Education

ECE320 Creating Inclusive Learning Environments

ECE305 Cognitive Development: How Children Learn

ECE371 Development of Bicultural Children

ECE 406 Emergent Curriculum: Reflecting Learner Lives

ECE301 Foundations of ECE and Current Issues in the Education of Young Children

ECE 391 Supervised Practicum in Early Childhood Education

ECE 410 Portfolio Seminar

ECE415 Family Violence and Child Abuse

ECE 416 Separation, Deployment Trauma, and Early Development

ECE 417 Death, Divorce, and Difficult Times

ECE 418 Trauma, Culture, and Immigration

ECE 419 Parent Incarceration and its Impact

Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Teaching Credential

The bachelor's degree program in Early Childhood Education with a Multiple Subject Teaching Credential provides students with a fundamental knowledge base for educating and developing learning environments for young children from kindergarten to third grade. The 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. All Pasadena courses have an online component; either blended with face to face instruction on campus, or fully online.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a *lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successfully complete CBEST (California Basic Education Skills Test)
- Associate's degree or higher except in professional education from a regionally accredited institution in Child Development, Early Childhood Education, or a traditional academic (non-vocational) area of study
or
- Successful completion of 48 units from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
 - Humanities and the Arts (9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
 - Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

Fall Sessions

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts from All Institutions Attended
- Official CBEST Score Report (if pursuing a teaching Credential)

Transfer Credit

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

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

Residency Requirement

It is expected that students will fulfill a minimum of 31 units through courses offered at Pacific Oaks College.

Program Specific Requirements

A minimum of 121 semester units is required to earn the Bachelor’s degree in Early Childhood Education with Multiple Subjects Teaching Credential. Applicants should have at least 60 transferable semester units and may transfer in up to 90 units towards the 121 semester units required to complete this B.A. degree. Candidates in this program will complete all Signature Assignments from each course and submit their Teacher Performance Assessments (TPAs) in Task Stream. The portfolio is comprised of signature assignments and other assignments completed and or collected by the candidate throughout their Credential program coursework; the TPAs are a series of four essays and for the fourth assessment a videotape of teaching a lesson.

Students enrolled in the fully online B.A. Early Childhood Education degree programs will complete the courses 100% online, and unless otherwise-noted are each 7 weeks in length.

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

Fieldwork Requirements

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required. Candidates must attend a Directed Teaching orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the

requirements, ensure prerequisite completion and secure location – please note that the credential coordinator secure all fieldwork locations for credential candidates.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a "B" in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.0 out of 4.00.

Length of Program

- Part-Time Ground – 48 months/12 semesters
- Full-Time Ground – 24 months/ 6 semesters
- Part-Time Online – 48 months/12 semesters
- Full-Time Online –24 months/6 semesters

Course length

- Online: Exclusively 7 weeks, not including time spent student teaching.
- Ground: Exclusively 7 weeks, not including time spent student teaching.

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

Course scheduling

Ground

» Evening – Monday through Thursday with classes generally running from 5:00– 9:30 PM

Online – Asynchronous

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Teaching Credential Curriculum

ECE 301: Foundations of ECE and Current Issues in the Education of Young Children

ECE 311: From Theory to Practice

ECE 320: Creating Inclusive Environments

ECE 341: Social & Emotional Foundations in ECE

ECE 351: The Creative Arts in Early Childhood Education

ED 320: Practicum A
ECE 361: Child, Family & Community Partnerships in ECE
ED 305: Social Political and Economic Foundations of ED
SPED 331: The Child with Special Needs
ED 330: Language & Literacy
ED 331: English Learner Methodologies
ED 370: Healthy Children and Classroom Communities
ED 360: Integrated Thematic Instruction
ED 348: Cognitive Development and Math
ED 321: Practicum B
ED 355: Utilizing and Infusing Technology into Teaching
ECE 390: Diversity, Equity & Social Justice in Early Childhood Education
SPED 351: Communication and Collaboration Skills for Special Educators
ED 322: Practicum C
ED 378: Teacher as a Leader
ED 393: Directed Teaching Placement I
ED 379: Assessment and Management
ED 394: Directed Teaching Placement II

Bachelor of Arts in Early Childhood Education with a Dual Teaching Credential

The “Dual Credential” bachelor’s degree program in Early Childhood Education with a Multiple Subject and Education Specialist Credential provides students with a fundamental knowledge base for educating and developing learning environments for young children from kindergarten to third grade. The 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. All Pasadena courses have an online component; either blended with face to face instruction on campus, or fully online.

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 to 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 these subjects;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience; and
5. Teachers are members of learning communities. As a result, candidates are prepared for a California teacher Credential.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

Upon successful completion of this program, candidates will be able to:

PL0 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PL0 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PL0 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PL0 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PL0 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PL0 6: Utilize technology in practicing the best in accomplished teaching and learning.

PL0 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PL0 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PL0 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PL0 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PL0 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards:

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

- Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0 and meet the following course requirements:
 - Humanities and the Arts (9 units)
 - Science and Math (9 units)
 - Oral and Written Communication (9 units)
 - Minimum of 3 units in English Communications
 - Maximum of 3 units in Early Childhood Education Language Arts
 - Social Science (9 units)
 - Minimum of 3 units in Introductory Psychology
 - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements:

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement
- Official Transcripts from All Institutions Attended
- Official CBEST Score Report (if pursuing a teaching Credential)

Transfer Credit

A grade of “C” or higher in courses from a regionally accredited institution will be considered for elective units.

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

Residency Requirement

All program coursework is expected to be completed at Pacific Oaks College.

Program Specific Requirements

A minimum of 125 semester units is required to earn the Bachelor’s degree in Early Childhood Education with a Dual Credential in Multiple Subjects and Education Specialist. A minimum of 65 of those units 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 units to complete this B.A. degree. Candidates in this program will complete an ePortfolio and submit their Teacher Performance Assessments (TPAs) in Task Stream. The portfolio is comprised of signature assignments and other assignments completed and or collected by the candidate throughout their Credential program coursework; the TPAs are a series of four assessments, with the fourth assessment being a videotape of teaching a lesson.

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

Fieldwork Requirements for Credential Candidates

Fieldwork consists of observation, supervised clinical experience, and student teaching. Candidates may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required. All fieldwork placement is to be arranged by the Credential Coordinator.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a "B" in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the students' academic standing.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.0 out of 4.0.

Length of Program

- Part-Time Ground – 56 months/14semesters
- Full-Time Ground – 28 months/7 semesters
- Part-Time Online – 56 months/14 semesters
- Full-Time Online – 28 months/7 semesters

Course length

- Online: Exclusively 7 weeks, not including time spent student teaching.
- Ground: Exclusively 7 weeks, not including time spent student teaching.

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

Course Scheduling

Ground

- Evening-Monday through Thursday with classes generally running from 5pm-9:30pm

Online-Asynchronous

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Bachelor of Arts in Early Childhood Education with a Dual Teaching Credential Curriculum

ECE 301: Foundations of ECE and Current Issues in the Education of Young Children
ECE 311: From Theory to Practice
ECE 320: Creating Inclusive Environments
ECE 341: Social & Emotional Foundations in ECE
ECE 351: The Creative Arts in Early Childhood Education
ED 305: Social Political and Economic Foundations of ED
SPED 331: The Child with Special Needs
ECE 390: Diversity, Equity and Social Justice in Early Childhood Education
ED 330: Language & Literacy
SPED 351: Communication and Collaborations
ED 320: Practicum A
ED 331: English Learner Methodologies
SPED 361: Instructing Students with Mild/Moderate Disabilities
ED 360 : Integrated Curriculum: Science, Social Studies, and the Arts
SPED 341: Behavior Intervention and Program Planning
ED 321: Practicum B
ED 348: Cognitive Development and Math
ECE 361: Child, Family & Community Partnerships in ECE
ED 370: Healthy Children and Classroom Communities
SPED441: Assistive Technology & Transition
ED 322: Practicum C
ED 378: Teacher as a Leader
SPED 391: Directed Teaching Placement I
ED 379: Assessment and Management
SPED 392: Directed Teaching Placement II

Master of Arts Degree Programs

Pacific Oaks College's School of Education offers masters programs Early Childhood Education and Education. The M.A. Education program leads to credential teaching credential in either Preliminary Multiple Subjects, Preliminary Education Specialist (Mild/Moderate Disabilities) or a Dual Credential which combines the Preliminary Multiple Subject Teaching Credential with the Education Specialist Credential (Mild/Moderate Disabilities). All courses in the School of Education are structured to provide access and flexibility to students. All have an online component; either blended with face to face instruction on campus, or fully online.

Master of Arts in Early Childhood Education

Pacific Oaks' M.A. degree in Early Childhood Education prepares graduates to integrate Pacific Oaks' transformative approach to early childhood Education into leadership roles in public schools, child care programs, state agencies, and a variety of nonprofits serving children and families. This M.A. degree does not qualify a student for a CA K-12 teaching or service Credential (see M.A. in Education programs that confer Multiple Subject or Education Specialist Credential).

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a *lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admissions Standards

- Demonstrated commitment to the mission and values of Pacific Oaks College
- Successful completion of a bachelor's degree or higher from a regionally accredited institution in Early Childhood Education or Child Development*

Students who do not have a B.A. in either Early Childhood Education or Child Development are admitted based on completion of approved courses from a regionally accredited college/university.

Number of Admit Terms per Year

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements:

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

Transfer Credit

All 30 units of Pacific Oaks course work must be taken to fulfill the requirements for the M.A. in Early Childhood Education. Six semester units may be transferred into the student's M.A. program from another MA degree program in a related field from other regionally accredited institutions or from a Pacific Oaks College program as long as the program did not already lead to completion of a degree.

Program Specific Requirements

Bachelor's degree or higher in Early Childhood Education, Child Development, or a related field from a regionally accredited institution; 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.

Students without a qualified bachelor's degree who are applying for the M.A. in Early Childhood Education may apply for the Bachelor's Degree Admissions Waiver.

Bachelor's Degree Admissions Waiver for Master's Programs

The bachelor's waiver is designed for individuals who intend to complete an eligible master's program at Pacific Oaks but do not possess an earned bachelor's degree. Students wishing to apply for the bachelor waiver must complete all GE deficiencies and have a minimum of 60 transferable units before the waiver is awarded and acceptance into the M.A. program is granted.

Students are required to meet certain requirements to be approved for this option, which include:

- »» Minimum 10 years of work experience in Human Services, Education, or a related field
- »» Submission of the CLE application prior to starting the HD489 course and HD499P lab and have approval to be in this option from the CLE Committee.
- »» Completion of HD489 and HD499P
- »» Completion of the required Portfolio and approval by the CLE Committee.

The bachelor's waiver "waives" the bachelor's degree requirement for admission to master's programs, but does not constitute successful completion of an earned bachelor's degree or equivalency. Academic credit is only awarded for HD489 (3 credit hours) and not for any other portion of the waiver. Students must still meet all of the admissions requirements for entry into the respective master's program. The academic transcript will be notated to signify successful completion of a "Bachelor Degree Waiver." Approval of the bachelor's waiver is not guaranteed.

Pacific Oaks' Credit for Learning from Experience (CLE) option conforms with policies set forth by regional accrediting body, the WASC Senior College and University Commission.

Note: Students who have not completed prerequisite coursework may be conditionally accepted based on work experience and may be required to complete the prerequisite coursework in the B.A. program in Early Childhood Education as a condition of their acceptance.

- Minimum of 2 years of experience working in an early childhood Education setting.
- Students in this program will complete an ePortfolio in Taskstream. The portfolio is comprised of signature assignments and other assignments completed by the student throughout their program coursework.

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

Graduation Requirements

The ePortfolio submission on TaskStream is a requirement for graduation eligibility. 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a 'B' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

GPA Requirements:

Students are expected to maintain a cumulative GPA of 3.0 out of 4.0.

Length of Program:

- Part-Time Ground – 18 months/4 ½ semesters
- Full-Time Ground – 10 months/2 ½ semesters
- Part-Time Online – 18 months/4 ½ semesters
- Full-Time Online – 10 months/2 ½ semesters

Course Length:

- Online: Exclusively 7 weeks
- Ground: Exclusively 7 weeks

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

Course scheduling

Ground:

- Evening – Monday through Friday with classes generally running from 5:30– 10:00 PM

Online – Synchronous:

Students may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to

participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Master of Arts in Early Childhood Education with Trauma Specialization

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 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 nearly 70 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 pursuing the on-ground course of study may also have the opportunity to enroll in online courses.
- All School of Education program courses include an online component.
- The M.A. program provides the coursework required for the Director permit in the state of California.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

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

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

Number of Admit Terms per Year:

Ground

- Fall

Online

- Fall Sessions I & II

Application Requirements

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

Residency Requirement

It is expected that students will fulfill a minimum of 33 units through courses offered at Pacific Oaks College.

Program Specific Requirements

A minimum of 33 semester units is required to earn the Master's degree in Early Childhood Education with Trauma Studies Specialization. Students in this program will complete a Signature Assignment in each course, which will be graded in Taskstream, by the course instructor. The compilation of all the signature assignments and other assignments will result in the creation of the final portfolio.

Students enrolled in the fully online M.A. Early Childhood Education and Trauma Specialization degree program will complete courses 100% online, and unless otherwise noted, courses are each 7 weeks in length.

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

Graduation Requirements

Students are required to complete a portfolio and submit to Taskstream to be considered eligible for graduation. Subsequently, the student can 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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the bachelor's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a "C" in a course, the student is required to take it over. A grade below the required average will adversely affect the students' academic standing.

Length of Program:

- Part-Time Ground – 24 months/7 semesters
- Full-Time Ground – 12 months/3.5 semesters
- Part-Time Online – 24 months/7 semesters
- Full-Time Online – 12 months/3.5 semesters

Course Length:

- » Online: Exclusively 7 weeks
- » Ground: Exclusively 7 weeks

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

Course Scheduling:

Ground

- » Evening/ Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Asynchronous:

(not all at the same time)

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Blended Option:

All courses are considered Blended as each has an online component (Canvas and Taskstream).

Master of Arts in Early Childhood Education with Trauma Specialization Curriculum

ECE500: Advanced Seminar in Early Childhood Education

ECE510: Understanding Assessment and Research in ECE
ECE530: Public Policy and Its Impact on Children and Families
ECE540: Creating Responsive Communities for All Families
ECE 650: Management of Childcare Programs
ECE 660: Action Research Project Electives (5 of the below 6 courses required)
ECE 651: Family Violence & Child Abuse
ECE 656: Trauma & Early Development
ECE 653: Death, Divorce & Difficult Times
ECE 654: Trauma, Culture & Immigration
ECE 655: Parent Incarceration & its Impact
ECE 652: Separation, Deployment Trauma & Early Development

Master of Arts in Education with Preliminary Education Specialist Teaching Credential (Mild/Moderate Disabilities)

The M.A. in Education with Preliminary Education Specialist Credential provides students with a fundamental knowledge base for educating and developing learning environments for children from kindergarten to sixth grade. The 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. Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence. This program is 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 these subjects;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience; and
5. Teachers are members of learning communities.

The capstone for the Master's degree component consists of two three-semester unit courses (Research in the Art of Teaching and Action Research in Accomplished Teaching). At the completion of this program, candidates receive a California teacher Credential and a Master's degree. All Pasadena courses have an online component; either blended with face to face instruction on campus, or fully online.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars,

interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PL0 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PL0 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PL0 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PL0 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PL0 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PL0 6: Utilize technology in practicing the best in accomplished teaching and learning.

PL0 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PL0 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PL0 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PL0 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PL0 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission s Standards

» Successful completion of a bachelor's degree or higher except in professional education from a regionally accredited institution

» Demonstrated commitment to the mission and values of Pacific Oaks College

Number of Admit Terms per Year

Ground

» Fall

Online

» Fall Sessions I & II

Application Requirements

» Completed Application for Admission

- » Application Fee
- » Resume
- » Personal Statement
- » Official Transcripts from the Bachelor's Degree Granting Institution
- » Official CBEST (California Basic Educational Skills Test)
- » Letter of Recommendation required for students whose cumulative GPA is below 2.5

Transfer credit

All 50 units of Pacific Oaks course work must be taken to fulfill the requirements for the M.A. in Early Childhood Education. Six semester units may be transferred into the student's M.A. program from another MA degree program in a related field from other regionally accredited institutions or from a Pacific Oaks College program as long as the program did not already lead to completion of a degree.

Program Specific requirements

- » Bachelor's degree field from a regionally accredited institution
- » Have passed the CBEST test
- » See the Credential Information section of the catalog for more information

All 50 units of Pacific Oaks course work must be taken to fulfill the requirements for the Education Specialist Preliminary Credential and two additional three-unit research courses must be taken to obtain the Master of Arts degree in Education. Candidates in this program will complete an ePortfolio and submit their Teacher Performance Assessments (TPAs) in Task Stream. The portfolio is comprised of signature assignments and other assignments completed and/or collected by the candidate throughout their Credential program coursework; the TPAs are a series of four assessments, with the fourth assessment being a videotape of teaching a lesson.

Fieldwork requirements (student teaching)

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required. Candidates must attend a Directed Teaching orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure prerequisite completion and secure location – please note that the credential coordinator secures all fieldwork locations for credential candidates.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the Master's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a 'B' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.0 out of 4.0.

Length of Program

- » Part-Time Ground – 40 months/10 semesters

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

Course length

- » Online: Exclusively 7 weeks, Student teaching requires 15 weeks.
- » Ground: Exclusively 7 weeks, Student teaching requires 15 weeks.

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

Course scheduling

Ground

- » Evening – Monday through Thursday with classes generally running from 5:00– 9:30 PM

Online – Synchronous

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Master of Arts in Education with Preliminary Education Specialist Instruction Credential (Mild/Moderate disabilities) Curriculum

SPED 531: The Child with Special Needs
 ED505: Social, Political, & Economic Foundations of Education
 SPED 641: Assistive Technology and Transitions
 HD 500: Early Childhood Themes and Lifecycles
 ED 520: Practicum A
 ED 531: English Learner Methodologies
 ED 570: Healthy Children and Classroom Communities
 SPED 541: Behavior Intervention and Program Planning
 ED 548: Cognitive Development and Math
 ED 521: Practicum B
 SPED 561: Assessment of Students with Mild/Moderate Disabilities
 ED 530: Language and Literacy
 SPED 551: Communication and Collaboration Skills for Special Educators
 ED 522: Practicum C
 ED 693: Research in the Art of Teaching
 ED 694: Action Research in Accomplished Teaching
 ED 578: Teacher as a Leader
 ED 593: Directed Teaching Placement I
 ED 579: Assessment and Management
 ED 594: Directed Teaching Placement II

Notes: ED 520, ED 521, and ED 522 must be taken in sequence, but can be concurrent
 ED 531 must be taken after or concurrent with ED 530. ED 578 must be taken concurrent with SPED 591.

ED 579 must be taken after ED 578, and concurrent with SPED 592. ED 695 must be taken concurrent with ED 696

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

The Master of Arts in Education with Preliminary Multiple Subject Credential (California) 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 with Preliminary Multiple Subject Credential (California) is designed for candidates dedicated to instructional leadership in the K-6 setting. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Credential and meet requirements for a Master of Arts degree in Education. In addition to the principles of development theory and the Standards of the California Commission on Teacher Credentialing this program is based upon the following core propositions of the California Standards for the Teaching Profession (CSTP):

California Standards for the teaching Profession

Standard 1/Engaging and Supporting All Students in Learning
Standard 2/ Creating and Maintaining Effective Environments for Student Learning
Standard 3/Understanding and Organizing Subject Matter for Student Learning
Standard 4/ Planning Instruction and Designing Learning Experiences for All Students
Standard 5/Assessing Students for Learning
Standard 6/Developing as a Professional Educator

Locations

Pasadena, Online (fieldwork must be completed in California per Credentialing requirements)

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admissions Standards

» Successful completion of a bachelor's degree or higher except in professional education from a regionally accredited institution

» Demonstrated commitment to the mission and values of Pacific Oaks College

Number of Admit Terms per Year

Ground

» Fall

Online

» Fall Sessions I & II

Application Requirements

» Completed Application for Admission

» Application Fee

» Resume

» Personal Statement

» Official Transcripts from the Bachelor's Degree Granting Institution

» Official CBEST (California Basic Educational Skills Test)

» Letter of Recommendation required for students whose cumulative GPA is below 2.5

Transfer Credit

No more than six transfer units from a regionally accredited institution will be accepted for transfer credit.

Residency requirement

It is expected that students will fulfill all of the 61 required units through courses offered at Pacific Oaks College.

Program Specific requirements

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

The Master of Arts in Education with Preliminary Multiple Subject Credential is a 61 unit program.

Fieldwork requirements

There are 13 units of fieldwork. Fieldwork consists of observation, practicum, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment, upon approval from the Credential Coordinator. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the credential coordinator secures all fieldwork locations for credential candidates. Directed Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Coordinator. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring Directed Teaching Orientation.

Taskstream Portfolio Requirement

Taskstream Portfolio development is embedded throughout the program. The Taskstream portfolio is a program graduation requirement. Candidates will graduate with a portfolio of their work designed to serve as a professional resource. Candidates in this program will complete a Taskstream Portfolio and submit their Teacher Performance Assessments (TPAs) on Task Stream. The portfolio is comprised of signature assignments completed by the candidate throughout their program coursework; each signature assignment is graded by the course instructor and it is the compilation of these signature assignments which will result in the Taskstream Portfolio requirement.

Teacher Performance Assessment (CalTPA) Requirement

The CalTPAs are a series of four assessments, with the fourth assessment including a videotape of teaching a lesson (see Teacher Education Information section of the catalog). Please note that based on a new policy which passed on September 12, 2014 by the Commission on Teacher Credentialing (CTC) CalTPA requirements will be changed to edTPA's. This transition will take full effect for all students as of Spring 2015. More information about the edTPA's can be found on <http://www.edtpa.com/>

Graduation Requirements

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

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

GPA requirements

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

Length of Program

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

Course length

- » Online: Exclusively 7 weeks, not including time spent student teaching.
- » Ground: Exclusively 7 weeks, not including time spent student teaching.

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

Course scheduling

Ground

All ground courses have an online component to them. All signature assignments must be submitted on Taskstream and all courses also have a Canvas Research Assignment which will need to be submitted on Canvas. Some ground courses may also require the submission of certain assignments onto Canvas/

- » Evening – Monday through Thursday evenings

Students choose from among all available schedules (on-Ground and online)

Online Learning

The Master of Arts degree programs in the School of Education can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7 weeks in length. Credential Programs have a requirement of completing all fieldwork components within the State of California.

Master of Arts in Education with Preliminary Multiple Subject Credential Curriculum

The Master of Arts in Education with Preliminary Multiple Subject Credential is a 61 unit program.

SPED 531: The Child with Special Needs

HD 500: Early Childhood Themes and Lifecycles

ED530: Language and Literacy in a Diverse Classroom

ED 520: Practicum A

ED 531: English Learner Methodologies

ED 570 Healthy Children and Classroom Communities

ED 548: Cognitive Development and Math
ED 560: Integrated Thematic Instruction
ED 521: Practicum B
ED505: Social, Political, & Economic Foundations of Education
SPED 551: Communication and Collaboration Skills for Special Educators
ED 555: Utilizing and Infusing Technology into Teaching
HD 600: Working with Children in a Diverse World
ED 522: Practicum C
ED 693: Research in the Art of Teaching
ED 694: Action Research in Accomplished Teaching
ED 578: Teacher as a Leader
ED 593: Directed Teaching Placement I
ED 579: Assessment and Management
ED 594: Directed Teaching Placement II

**Preliminary Multiple Subject Teaching Credential (California)
(Graduate-level Credential-only certificate Program)**

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 kindergarten to sixth grade. The 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 to the principles of development theory and the Standards of the California Commission on Teacher Credentialing.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a **lecture or seminar 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 distance education courses, the 15 hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program learning outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- » Demonstrated commitment to the mission and values of Pacific Oaks College
- » Successful completion of a bachelor's degree or higher except in professional education from a regionally accredited institution

Number of Admit Terms per Year

Ground

- » Fall

Online

- » Fall Sessions I & II

Application Requirements

- » Completed Application for Admission
- » Application Fee
- » Resume
- » Personal Statement
- » Official Transcripts from the Bachelor's Degree Granting Institution
- » Official CBEST (California Basic Educational Skills Test)

» Letter of Recommendation required for students whose cumulative GPA is below 2.5

Transfer Credit

Six (6) units of approved transfer credit may be accepted for the teacher Credential programs from a regionally accredited institution.

Program Specific Requirements

- » Bachelor's degree or higher except in professional education field from a regionally accredited institution
- » Have passed the CBEST test
- » See the Credential Information section of the catalog for more information

All 45 units of Pacific Oaks course work must be taken to fulfill the requirements for the Preliminary Multiple Subject Credential. Credential coursework taken at other accredited institutions may be considered for transfer however no more than 6 units.

Candidates in this program will complete a Portfolio and submit their Teacher Performance Assessments (TPAs) in TaskStream. The portfolio is comprised of signature assignments completed and by the candidate and graded by their instructor throughout their Credential program coursework; the TPAs are a series of four assessments with the fourth assessment including a recording of the candidate teaching a lesson Please note that based on a new policy which passed on September 12, 2014 by the Commission on Teacher Credentialing (CTC) CalTPA requirements will be changed to edTPA's. This transition will take full effect for all students as of Spring 2015. More information about the edTPA's can be found on <http://www.edtpa.com/>.

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

Fieldwork Requirements (student teaching)

There are 13 units of fieldwork. Fieldwork consists of observation, practicum, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment, upon approval from the Credential Coordinator. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the credential coordinator secures all fieldwork locations for credential candidates. Directed Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Coordinator. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring Directed Teaching Orientation.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the Master's degree to be awarded.

Note: a cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a 'B' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

GPA Requirements

Students are expected to maintain a cumulative GPA of 3.0 out of 4.0.

Length of Program

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

Course length

- » Online: Exclusively 7 weeks, not including time spent student teaching.
- » Ground: Exclusively 7 weeks, not including time spent student teaching.

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

Course Scheduling

Ground

All ground courses have an online component to them. All signature assignments must be submitted on Taskstream and all courses also have a Canvas Research Assignment which will need to be submitted on Canvas. Some ground courses may also require the submission of certain assignments onto Canvas/

- » Evening – Monday through Thursday evenings

Students choose from among all available schedules (on-Ground and online)

Online Learning

This program can be taken in a fully online format. Courses are delivered 100% online, and unless otherwise noted are each 7 weeks in length.

Credential Programs have a requirement of completing all fieldwork components within the State of California.

Online – Synchronous

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Preliminary Multiple Subject Teaching Credential (California) Curriculum

SPED 531: The Child with Special Needs

HD500 Early Childhood Themes and Lifecycle Issues

ED530: Language and Literacy in a Diverse Classroom

ED 520: Practicum A

ED 531: English Learner Methodologies

ED 570 Healthy Children and Classroom Communities
ED 548: Cognitive Development and Math
ED 560: Integrated Thematic Instruction
ED 521: Practicum B
ED505: Social, Political, & Economic Foundations of Education
SPED 551: Communication and Collaboration Skills for Special Educators
ED 555: Utilizing and Infusing Technology into Teaching
HD 600: Working with Children in a Diverse World
ED 522: Practicum C
ED 578: Teacher as a Leader
ED 593: Directed Teaching Placement I
ED 579: Assessment and Management
ED 594: Directed Teaching Placement II

Notes: ED 520, ED 521, and ED 522 must be taken in sequence, but can be concurrent.
ED 531 must be taken after or concurrent with ED 530. ED 578 must be taken concurrent with ED 593.
ED 579 must be taken after ED 578, and concurrent with ED 594.

Preliminary Education Specialist Teaching Credential (Mild/Moderate Disabilities) (California)

The postgraduate Education Specialist Credential provides students with a fundamental knowledge base for educating and developing learning environments for children from kindergarten to sixth grade. The 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. The program is 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 these subjects;
- 3/teachers are responsible for managing and monitoring student learning;
- 4/teachers think systematically about their practice and learn from experience; and
- 5/teachers are members of learning communities. As a result, candidates are prepared for a California teacher Credential.

Locations

Pasadena, Online

Credit Hour Policy

A credit hour for a *lecture or seminar 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 distance education courses, the 15

hours of instructional activity may include synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground lecture or seminar classes may be scheduled for 15 or more hours per credit hour to include break times when class sessions are scheduled for longer than one 50-minute hour. A credit hour also assumes an additional 30 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.

Program Learning Outcomes

Upon successful completion of this program, candidates will be able to:

PLO 1: Reflect on student learning through a systematic study and reflection of one's own teaching practices and shared knowledge gained from purposefully formed professional learning communities.

PLO 2: Examine cross-cultural Educational issues in order to determine instructional and assessment strategies that enhance student learning.

PLO 3: Integrate research based best practices into instruction, assessment, technology, and teacher leadership strategies.

PLO 4: Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural, multilingual, anti-bias approaches, and sexual orientation.

PLO 5: Apply school and classroom strategies after investigating the current research on multilingualism, multiculturalism, anti-bias approaches, and sexual orientation in terms of the global issues of immigration, poverty, distribution of resources, and power.

PLO 6: Utilize technology in practicing the best in accomplished teaching and learning.

PLO 7: Devise and implement a transformative plan that makes curricula (instructional approaches, practices, materials and assessments) accessible, equitable and just to an increasingly diverse population.

PLO 8: Establish a community of practice that promotes global awareness and participation in community service and school learning activities, including field experiences and social and professional relationships with parents, teachers, administrators and local community members and organizations.

PLO 9: Synthesize through collaboration with peers and supervisors a systematic approach to reflect on personal and professional beliefs, knowledge, dispositions and practices that continuously improves teaching and student learning.

PLO 10: Create and apply appropriate accountability systems for their personal and professional responsibilities.

PLO 11: Produce an ePortfolio that is the culmination of the learning from this program.

Admission Standards

- » Demonstrated commitment to the mission and values of Pacific Oaks College
- » Successful completion of a bachelor's degree or higher except in professional education from a regionally accredited institution

Number of Admit Terms per Year

Ground

- » Fall

Online

- » Fall Sessions I & II

Application Requirements

- » Completed Application for Admission

- » Application Fee
- » Resume
- » Personal Statement
- » Official Transcripts from the Bachelor's Degree Granting Institution
- » Official CBEST (California Basic Educational Skills Test)
- » Letter of Recommendation required for students whose cumulative GPA is below 2.5

Program Specific requirements

- » Bachelor's degree or higher except in professional education field from a regionally accredited institution
- » Have passed the CBEST test
- » See the Credential Information section of the catalog for more information

All 44 units of Pacific Oaks course work must be taken to fulfill the requirements for the Education Specialist Preliminary Credential. Credential coursework taken at other accredited institutions may be considered for transfer.

Candidates in this program will complete an ePortfolio in TaskStream, and must purchase a subscription to TaskStream. The portfolio is comprised of signature assignments and other assignments completed and/or collected by the candidate throughout their Credential program coursework.

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

Fieldwork Requirements (student teaching)

Fieldwork consists of observation, supervised clinical experience, and student teaching. Students may be able to complete a portion of their fieldwork at their current place of employment. Prior to beginning fieldwork a background check is required. Candidates must attend a Directed Teaching orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure prerequisite completion and secure location – please note that the credential coordinator secure all fieldwork locations for credential candidates.

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 fees with the Student Finance Office, satisfy any deficiencies, and be in good standing in their program for the Master's degree to be awarded.

Note: A cumulative grade point average of 3.0 is required for graduation. If a student receives a grade below a 'B' in a course, the student is not required to take it over, even though the student can choose to do so. A grade below the required average will adversely affect the student's academic standing.

GPA requirements

Students are expected to maintain a cumulative GPA of 3.0 out of 4.0.

Length of Program

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

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

Course Length

- » Online: Exclusively 7 weeks, not including time spent student teaching.
- » Ground: Exclusively 7 weeks, not including time spent student teaching.

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

Course Scheduling

Ground

- » Evening – Monday through Thursday with classes generally running from 5:00–9:30 PM

Online – Synchronous

Candidates may participate in the periodic synchronous sessions (instructors will be holding between four and seven synchronous sessions) and students receive the score for this assessment if they choose to participate. Students who do not participate in the synchronous session will review the archived session recording or participate in an additional reflection of the topic.

Preliminary Education Specialist Instruction Credential Curriculum (Mild/Moderate disabilities) Curriculum

SPED 531: The Child with Special Needs
 ED505: Social, Political, & Economic Foundations of Education
 SPED 641: Assistive Technology and Transition
 ED 530: Language and Literacy
 ED 520: Practicum A
 ED 531: English Learner Methodologies
 ED 570: Healthy Children and Classroom Communities
 SPED 541: Behavior Intervention and Program Planning
 ED 548: Cognitive Development and Math
 ED 521: Practicum B
 SPED 561: Assessment of Students with Mild/Moderate Disabilities
 SPED 551: Communication and Collaboration Skills for Special Educators
 HD 500: Early Childhood Themes and Lifecycles
 -ED 522: Practicum CED 578: Teacher as a Leader
 SPED 591: Directed Teaching Placement I
 ED 579: Assessment and Management
 SPED 592: Directed Teaching Placement II

Notes: ED 520, ED 521, and ED 522 must be taken in sequence, but can be concurrent
 ED 531 must be taken after or concurrent with ED530 ED 578 must be taken concurrent with SPED 591
 ED 579 must be taken after ED 578, and concurrent with SPED 592

Credentialing Information

Teaching Credential Programs

Degree Programs:

- » Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Teaching Credential
- » Bachelor of Arts in Early Childhood Education with Dual Credential (Preliminary Multiple Subject Teaching Credential and Preliminary Education Specialist Instruction Credential – Mild/Moderate)
- » Master of Arts in Education with Preliminary Multiple Subject Teaching Credential
- » Master of Arts in Education with Preliminary Education Specialist Instruction Credential – Mild/Moderate

Certificate Programs:

- » Preliminary Multiple Subject Teaching Credential (graduate level, Credential only)
- » Preliminary Education Specialist Instruction Credential – Mild/Moderate (graduate level, Credential only)

General Information for All Credential Programs

Candidates seeking Admission to a Credential program (at either undergraduate or graduate level) at Pacific Oaks College should also refer to the catalog information for undergraduate or graduate Admission procedures. Information that is Specific to a Credential program is explained below.

Credential Program Admissions Process

In addition to the Admission requirements listed in the Admissions sections of this catalog, applicants to all of Pacific Oaks' Credential programs must comply with the following Admission s procedures by the end of the first semester of enrollment in order 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 Directed Teaching).]
- Candidates are also required to submit a negative TB test (valid within four years) prior to scheduling any coursework with a field experience component and/or prior to clinical practice (Practicum and Directed 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 University and starting the first course.

The Student Agreement

To ensure that graduates of Pacific Oaks' teaching Credential programs are able to 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 School Of 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 Candidate Assistance 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 his/her 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 his/her 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.

Upon receiving a Candidate Assistance Plan, the candidate will meet with his/her 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.

Program Advising

Every student has an assigned faculty advisor who is available to provide program specific advisement related to a Specific program field. The faculty advisor contact information is listed in the catalog under the heading of Specific programs. These advisors are a resource for Specific questions candidates may have about classes, curriculum, and instructors.

Every student has access to the Credentialing Coordinator 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 very important for candidates to work closely with the Credentialing Coordinator to understand and educate themselves on the specifics of their particular Credentialing requirements.

Placement Files (For Practicum and Student-teaching)

When requested, the School of Education provides a placement file service for Credential candidates. A placement file contains the following candidate-supplied documents: a resume, two student teacher evaluations, and three letters of recommendation. Placement files are prepared and sent to school districts upon written authorization from the candidate. Candidates must attend a Directed Teaching orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure prerequisite completion and secure location – please note that the credential coordinator secures all fieldwork locations for credential candidates.

Credential Portfolio

Candidates in Credential programs will complete an electronic portfolio on Taskstream. The portfolio is comprised of signature assignments and other assignments completed by the candidate throughout their Credential program coursework. Satisfactory evaluation of the portfolio is required in order for the candidate to be recommended for a Credential.

Fieldwork Information (Practicum and Student Teaching)

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

Directed Teaching Placements (Student-Teaching)

Candidates are placed in their directed teaching assignment by the Credential Coordinator only. Candidates should not contact districts directly to obtain student teaching placement. Candidates must attend a Placement orientation with the Credential Coordinator the semester prior to enrolling in Directed Teaching to review the requirements, ensure non/coursework prerequisite completion and secure location – please note that the credential coordinator secures all fieldwork locations for credential candidates.

Recommendation for a Preliminary California Credential

To be formally recommended for a California Teaching Credential by Pacific Oaks, all candidates must meet the following requirements :

- » Degree Posted: Undergraduate: Completed all requirements for the blended bachelor's degree (completion must be verified by the Registrar's office and degree must be conferred and

posted on the transcript). Graduate: Proof of a conferred bachelor's degree or higher except in professional education from a regionally accredited institution of higher Education (IHE) or an international degree of U.S. equivalence as evaluated by a CTC-approved service.

- » Successful completion of the Pacific Oaks' Admissions process.
- » Successful completion of the program coursework within five years.
- » Official transcripts from all colleges/universities attended on file at Pacific Oaks.
- » Undergraduate candidates must also have a minimum of a 3.0 cumulative GPA overall for their bachelor's degree.
- » Written evaluations of performance in field experiences, , student teaching, and other practica must be on file.
- » Successful completion of the coursework with a minimum grade point average of 3.0. (Grades of "D", "F" are not accepted).
- » Fulfillment of all financial obligations to the College before applying for the Credential; zero account balance.
- » Passing evaluation of candidate's Credential portfolio (information about this will be given in introductory courses).
- » Having passed the following: CBEST, CSET, TPA's and RICA
- » A completed CTC Credential application with valid credit card to pay for CTC online application fee. <http://ctc.ca.gov>

All candidates who complete their teacher preparation in California must be formally recommended for the Credential by the college or university in which the program was completed. California has a two-tier Credential structure. A five-year Preliminary Credential is the first Credential issued, and then candidates must obtain a clear Credential.

Please see additional requirements (below) to be recommended for a California Credential.

For All Credential Candidates

Teaching Performance Assessments (TPAs)

All candidates beginning their teacher preparation program on or after July 1, 2008 will be required to pass the Teaching Performance Assessments (TPAs) mandated by the California Commission on Teacher Credentialing. The TPAs are comprised of four Tasks to be completed by candidates. Each completed task is sent to a trained assessor to be scored and candidates must pass all four tasks in order to be recommended for a Credential. Specific information on the Teaching Performance Assessments will be introduced in the introductory courses and throughout the coursework.

Candidates will not complete the TPA Tasks as assignments within their coursework; however, the knowledge to successfully complete each TPA Task is embedded in the curriculum. Each TPA task is correlated with a Specific course in the Credential program. Teacher candidates should complete the TPA task during or immediately following the course. (TPA 1 and 2 should be completed before student teaching). Please note that based on a new policy which passed on September 12, 2014 by the Commission on Teacher Credentialing (CTC) CalTPA requirements will be changed to edTPA's. This transition will take full effect for all students as of Spring 2015. More information about the edTPA's can be found on <http://www.edtpa.com/>.

For All Credential Candidates

Fieldwork Practice Requirements

Candidates are responsible for ensuring that their four clinical practice experiences (three Practica and one Directed Teaching) meet the following requirements:

- » Placement in at least two of the following grade- level spans: K-2, 3-5, 6-9
- » At least one placement with English Language learners
- » At least three placements in public schools
- » At least one placement in an “underperforming school”

Candidates are encouraged to have a least one placement in an inclusive setting.

Dual Credential candidates must complete one half of their directed teaching placement in a traditional classroom setting and the other in a special education setting (inclusion, resource center, special day class etc.) Before undertaking any fieldwork practice candidates are required to submit verification of the following:

- » Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- » Negative TB test (valid within the last four years)

In addition to meeting the general and program Specific Admission requirements, candidates must also submit verification of the following before they are cleared for Directed Teaching:

Before Directed Teaching

- » Application for Directed Teaching (For fall placements, application is due by first day of summer II session. For spring placements, application is due by first day of Fall II session.)
- » Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- » Pass the Basic Skills Assessment (passing CBEST and appropriate CSET exam)
- » Completion of Subject Matter Competency (passing CSET exam)
- » Successful Passage of TPA Task 1 and TPA Task 2
- » Negative TB test (valid within the last four years)
- » 3.0 GPA in program courses (grades of “D” and “X” are not accepted), with no Incomplete grades on the transcript
- » Attend Screening Interview with a School of Education Credential Coordinator
- » Attend Placement and Directed Teaching orientations

Candidates will be placed for Directed Teaching:

- » By the Credential Coordinator in their directed teaching placement under the supervision of a fieldwork Supervisor and Cooperating Teacher(s).
- » In a supervised, full-time student teaching assignment within the appropriate Credential area for a minimum of 15 weeks.
- » In approved public or charter schools that implement state-adopted core curriculum content Standards within the state of California. Court schools or community alternative schools may be acceptable placements. Non-public schools may be acceptable placements provided they are fully WASC accredited and implement state adopted core curriculum content Standards, and provided the candidate has completed all other clinical practice (Practica) in public schools.

Private school experience

1. Candidates for the Multiple Subject and Education Specialist Credentials who complete their teacher preparation through a Commission- approved program in California must be recommended for the Credential by their college or university. Teachers who completed their professional preparation outside

of California must apply directly to the Commission for their initial Credentials and must meet all the CTC requirements for the granting of a Credential.

2.. Certain candidates with three or more years of accredited private school experience may be able to waive student teaching under SB 57. Contact the Credentialing Coordinator for details or obtain information on the CTC website at www.ctc.ca.gov.

3. Certain candidates with six or more years of accredited private school experience may apply directly to the California Commission on Teacher Credentialing (CTC) under SB 57 by submitting Application Form 41-4, fingerprint clearance materials, transcripts, other requested materials, and current applicable fees. Website: www.ctc.ca.gov/Credentialinfo/credinfo.html or call (888) 921-2682 (toll free).

Credential Completion Requirements

In addition to the above requirements listed for Admission and clinical practice, the following must be completed and documentation turned in to be recommended for a California Credential:

- » Completion of U.S. Constitution requirement met by exam, transcript verifying completed
- » Successful completion of all four TPA Tasks
- » Proof of passing the Reading Instruction Competence Assessment (RICA). Scores must be valid at the time of recommendation
- » CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching Credential)
- » Successful completion of the Credential Portfolio
- » 3.0 GPA (grades of "D" or "X" not accepted)
- » Zero Account Balance

Please contact the Credentialing Coordinator for Specific information regarding any of the requirements for the Credential programs.

School of Education

Course Descriptions

Bachelor Level Early Childhood Education Courses

ECE 160 Introduction to Qualitative Reasoning 3 UNITS

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.

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 301 Early Childhood Foundations 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 305 Cognitive Development: How Children Learn 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 306: Play in Childhood 3 UNITS

This course is an exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage children in using the skills that are pre-requisites for academic learning. Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be examined. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 311 Inquiry in Context 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 320 Creating Inclusive Learning Environments 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 341 social, emotional, and moral development in early childhood Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 351 Art, music, and movement in Early Childhood 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 361 family, school, and community in Early Childhood Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 365 technology in Early Childhood Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 370 Infants and Toddlers 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 371 Development of Bicultural Children 3 UNITS

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

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 380 Healthy Living in Early Childhood 3 UNITS

An introductory study of a coordinated school health program including: comprehensive health education, health services, a healthy and safe school environment, physical education, nutrition services, physiological and counseling services, health promotion for staff, and family and community involvement. Health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools in the following areas: mental and emotional health, personal health, consumer and community health, injury prevention and safety, alcohol, tobacco and other drugs, nutrition, environmental health, family living, individual growth and development and communicable and chronic diseases. The legal responsibilities of teachers related to student health and safety will be explored. Effective communication with parents and site-based and community resources to meet the individual needs of students, research-based school health programs, life skills and positive behaviors, needs of special populations, and evaluation of health web sites will be discussed. This course meets credential requirements.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 390 Diversity, Equity & Social Justice in ECE 3 UNITS

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Attitudes and behaviors towards others in the areas of gender, race, culture, abilities and class will be addressed. Other content will include: developmental issues, curriculum models, analysis of resources/materials and beginning advocacy tools. The importance of self-introspection and critical thinking will be stressed. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 391 Supervised Practicum in Early Childhood Education 3 UNITS

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 UNIT

ECE 401 Action Research in ECE II 1 UNIT

ECE 402 Action Research in ECE III 1 UNIT

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 Learners' Lives 3 UNITS

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

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 410 Portfolio Seminar 3 UNITS

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 430 Play, Language and Literacy Development 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 432 Children's Literature 3 UNITS

Students will examine multiple genres of children's literature from multicultural and international contexts. Texts discussed include picture books, traditional folk and fairy tales, novels, poetry, and informational books. This course will address anti-bias issues in children's literature. Students will explore when and how to use reading materials and language to meet specific needs, and how to create an environment that encourages positive relationships between children and literacy. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 331 The Child with Special Needs 3 UNITS

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 leads 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 351 Collaboration and Communication 3 UNITS

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. Due to change in the CTC standards, 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

Bachelor Level Education Courses

ED 305 Social, Political, and Economic Foundations of Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 320 TEP Practicum A: Focus On the Classroom 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands on component. Topics observed and discussed in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; 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. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 321 TEP Practicum B: Language Learners 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands

on component. Topics in this class include observing how students learn, what is being done by the teacher to accommodate learning styles and language and special needs for each learner; what works for all the differences to which children bring to the classroom and whether some children are regularly marginalized; and the way students interact with each other and all the adults that serve their needs in the classroom weeks, which includes paraprofessionals and parents. This course is the second of a 3-part fieldwork series, which must be completed in sequence. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 322 TEP Practicum C: Focus on Curriculum 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands on component. Topics in this class include state-adopted and teacher-created curricula; implementation of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; hands-on learning; and types of formal and informal assessments. This course is the final of a 3-part fieldwork series, which must be completed in sequence. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 330 Language And Literacy in A Diverse Classroom A 3 UNITS

This semester three-unit 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 on a full range of learners. Emphasis is on incorporating state Frameworks and Standards into both general and special education programs 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, 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 online instruction through Canvas.

ED 331 English Learner Methodologies for A diverse Classroom B 3 UNITS

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 focus 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. *Prerequisite: ED 330/530 Language and Literacy in a Diverse Classroom.* TPA 1 is introduced here in ED 531. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 348 Cognitive Development and Mathematics in diverse classroom 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 355 Utilizing and Infusing Technology Into Teaching 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 360 Integrated Thematic Instruction 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 370 Healthy Children and Classroom Communities 2 UNITS

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. *45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.*

ED 378 Teacher As Leader 2 UNITS

This course focuses on the role of the teacher as leader in the classroom and the school. Since this course is 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, show evidence that they know the subjects they teach and how to teach those subjects to students, and demonstrate that they are members of learning communities that can successfully teach children across the range of different settings in the K-12 classroom. This course must be taken concurrent with ED393/593 OR SPED391/591.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 379 Assessment and Management 3 UNITS

This course focuses on the role of assessment and classroom management in the classroom. Since this course is generally scheduled during the second session of direct teaching, candidates will receive guidance to prepare their portfolio to demonstrate their commitment to teachers thinking systematically and being responsible for managing and monitoring student learning. This course prepares candidate for TPA, Task #4 Making Content Accessible: Candidate for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. 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 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. This course must be taken concurrent with ED 594 OR SPED 592. Assignments for this course are an Action Research Project, Signature Assignment, Four Lesson Plans, Self-Assessments, and discussions discourse in class as well as on Canvas. *45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.*

ED 393 Directed Teaching Placement I 3 UNITS

Student teachers 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 15 weeks on a full time basis. This placement is only to be secured by the Credential Coordinator upon completion of the Directed Teaching Orientation. As indicated in the Directed Teaching Handbook, the candidate will gradually

advance to a two-week complete take-over in which he/she is in charge of 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 task 3 “Assessing Learning” as a performance-based measure of the knowledge and skills taught in this course. **45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas for on ground courses only.**

ED 394 Directed Teaching II 3 UNITS

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 task 4 “Culminating Learning” 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. 45 hours total: 30 hours of seat time and 15 hours online instruction through Canvas for on ground candidates.

Bachelor Level Special Education courses

SPED 331 The Child with Special Needs: An Interdisciplinary Perspective 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 341 Behavior Intervention & Program Planning for Students with Special Needs 3 UNITS

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. Due to change in the CTC Standards, children with autism spectrum disorders will be a focus in this course. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 351 Collaboration and Communication Skills for Special Educators 3 UNITS

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. Due to change in the CTC Standards, 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 361 Assessing Students with Mild to Moderate Disabilities 3 UNITS

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 and the need to address the increasing number of children identified as autistic 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). 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 391 Directed Teaching Placement I 3 UNITS

This first of two directed teaching courses provides Education Specialist candidates with the opportunity to instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment. Through this experience, candidates come to understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students’ Individualized Education Programs (IEP). Candidates are expected to use progress monitoring based on each student’s Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state- adopted academic content Standards for students. They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 392 Directed Teaching Placement II 3 UNITS

In this second directed teaching course, Education Specialist candidates learn how to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students

with disabilities within the general Education setting, as well as plans that are Specific for age appropriateness and severity of the disability; 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; and demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 441 Assistive Technology and Transition 3 UNITS

This course prepares candidates to focus on the fact that students learn at different rates. In order to deal with this fact, through the use of assistive technology and transition candidates learn how to tailor instruction to compensate for and augment abilities and bypass or compensate for a disability in order to serve the different learning needs of most children inside the regular classroom. Because some children require focused instruction in one-on-one or small-group settings, technology can help children keep up with their peers, especially those with more severe disabilities. Candidates will learn how use “assistive devices” to aid in student learning, understanding, and participation in the regular classroom environment. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

Master’s Level Curriculum and Instruction Courses

CUR 552 Advanced studies in communication And the life cycle 3 UNITS

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

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 568 Advanced studies in community As A context for development 3 UNITS

Growth and identity are influenced by the social dynamics and interactions of the diverse families and cultural institutions in which children live. Candidates will critique theoretical and practical aspects of building, reflecting, and including “community” in classrooms. Candidates will create strategies which use the child’s community to enhance learning and build a sense of belonging. This class will synthesize practical application of community-building in the P12 school environment as an avenue to examine and promote cultural competence and advocacy for children. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 581: Research Best Practices and Teaching for Equity & Justice 3 UNITS

This course provides research best practices used by teachers in teaching for equity and justice. Prepares teachers to utilize instructional strategies that lead to being the best in accomplished teaching and learning. During this course, candidates will investigate research based strategies and teaching for equity and justice strategies in order to meet the competencies of mastery of knowledge and skills, particularly regarding technology and instructional strategies, responsible and respectful professional dispositions, and individual uniqueness and diversity. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 582 Multilingual and Multicultural Educational Strategies 3 UNITS

Through multicultural and multilingual theories based on research, this course provides instructional strategies that represent the best in accomplished teaching and learning. Specifically, this course meets the competencies of mastery of knowledge and skills, particularly regarding multicultural and multilingual instructional strategies, responsible and respectful professional dispositions, individual uniqueness and diversity, social justice, and transformational learning. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 583 Effective Educational Accountability 3 UNITS

This course will become part of the core courses for the Masters in Curriculum & Instruction. This course focuses on the role of the leader in educational accountability. Specifically, candidates will learn to create and apply appropriate accountability systems for their personal and professional responsibilities. Research will include an exploration of the “antecedents of excellence” – those measurable activities with respect to teaching, curriculum leadership, parent involvement, extracurricular activities, and other factors that are the antecedents of student achievement. Upon completion of the course, candidates will develop the ability to go beyond the consideration of test scores as the sole vehicle for educational accountability. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 584 teacher leadership 3 UNITS

This course involves using a self- assessment of leadership abilities in order to help the candidate prepare a personal leadership plan. The leadership plan is a critically important component of establishing the means by which the candidate synthesizes the five competencies (development, diversity, communication, research, and praxis) and the NBCT standards and subsets learned throughout the program. Candidates will be expected to reflect upon their own practice and values, to observe other educators working with children and their families or with leaders outside Education, and to explore the integration of values into practice. Upon completion of this course, candidates will develop a clear sense of their strengths and challenges as Educational leaders. In addition to developing a plan for their own professional learning, participating candidates will also learn the skills for assessing and developing other Educational leaders within their organization. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 594 Advanced studies in Anti-bias curriculum: Teaching our values to our children 3 UNITS

Candidates will evaluate foundational concepts, models and rationale for constructing anti-bias curriculum for P12 educators, with a particular focus on education and developmentally appropriate practice. Candidates will critique attitudes and behaviors toward others in the areas of gender, race, culture, abilities and class. Content also includes: developmental issues, curriculum models, analysis of resources/ materials and construction of advocacy tools. The importance of self-introspection and critical thinking will be stressed. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 600 Advanced studies in working with children in A diverse world 3 UNITS

Evaluate the developmental needs of children and the different assumptions that underlie developmental and constructivist approaches to forming effective learning environments in the classroom. Investigate and critique the usages of interpersonal power in settings where adults and children encounter each other including a synthesis of theory and practice. In addition, observe children in a variety of contexts in order to reflect on their developmental needs. Furthermore, analyze effective facilitative strategies for teaching, parenting, and social needs that promote educational change and increases in academic achievement. The emphasis focuses on valuing diversity and respecting the

individual. Another focal point relates to using active experiential learning as well as the impact of social contexts in the classroom. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

CUR 601 Capstone Research 3 UNITS

This course is designed to provide classroom educators with the knowledge and skills required to understand, interpret, generate, and evaluate research relevant to their roles as professional educators that connect to all courses in the program. The course provides a platform, a structure and the tools to examine all aspects of their work in relationship to research and development in the field.

CUR 605 Advanced Studies in Developmental Education 3 UNITS

This class examines traditions that underlie a developmental, experiential, open-structured approach to education; one's own values and the values reflected in school programs and practices; the role of education as a tool of oppression and liberation for different groups in society; and personal and political strategies for educational change. Issues and trends in early childhood education are considered from a developmental, cross-cultural perspective. Implications for older children and adult learners will also be explored. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

Master's Level Early Childhood Education Courses

ECE 500 Advanced seminar in Early Childhood Education 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 510 Understanding Assessment and research in Early Childhood Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 520 Balancing Ethical and Moral Considerations in Leadership in Early Childhood Education 3 UNITS

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

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 530 Public Policy and its Impact on Children and Families 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 540 Creating Responsive Communities for All Families 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 600 the impact Of Privilege and Oppression in Early Childhood Educational settings 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 643, 644, 645 Special Topics in Leadership in Early Childhood Education 2 UNITS EACH

Special Topics courses are two-unit elective seminars that deeply address complex issues related to leadership in Early Childhood Education (see Sample list below). Seminars will incorporate lecture, self-reflection, panel discussions 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

30 Course Hours Total for Each Course: 20 hours of seat time and 10 hours online instruction through Canvas.

ECE 650 Management of Childcare Programs 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 660 Action Research Project

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

MA ECE with Trauma Specialization

ECE 651 - Family Violence and Child Abuse 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 652 - Separation, Family Deployment, and Childhood Trauma 3 UNITS

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 or long term. Topics in this course will include causes of stress for children and childhood of 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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 653 Death, Divorce and Difficult Times 3 UNITS

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.
45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 654 Trauma, Culture, and Immigration 3 UNITS

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.
45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 655 Parent Incarceration and Its Impact 3 UNITS

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 or 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.
45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ECE 656 Trauma and Early Development 3 UNITS

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 and 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

Master Level Education Courses

ED 505 Social, Political, and Economic Foundations of Education 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 520 TEP Practicum A: Focus on the Classroom 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands on component. Topics observed and discussed in this class include the structure and dynamics of the classroom environment; the organization of routines, procedures, and transitions; 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. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 521 TE P Practicum B: Focus on Learners 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands on component. Topics in this class include observing how students learn, what is being done by the teacher to accommodate learning styles and language and special needs for each learner; what works for all the differences to which children bring to the classroom and whether some children are regularly marginalized; and the way students interact with each other and all the adults that serve their needs in the classroom weeks, which includes paraprofessionals and parents. This course is the second of a 3-part fieldwork series, which must be completed in sequence. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 522 TE P Practicum C: Focus on Curriculum 1 UNIT

In this class, multiple subject and special education candidates focus collaboratively on the classroom as a unit of observation, reflection, and practice. Candidates, along with their faculty advisor, select an approved fieldwork site that provides a full range of service delivery system for general education and special education students. Candidates must complete at least 25 hours of fieldwork at the site, observing and participating in teaching and learning activities. Whereas the first 12 hours of the practicum are strictly observational, the remainder of the 13 hours must consist of a small group hands on component. Topics in this class include state-adopted and teacher-created curricula; implementation

of standards; lesson and unit planning; adapting curriculum for English learners or children with special needs; hands-on learning; and types of formal and informal assessments. This course is the final of a 3-part fieldwork series, which must be completed in sequence. Upon the completion of this sequence of courses, candidate's progress is evaluated with the Evaluation form which can be found in the Practicum Handbook. At the end of the directed teaching prep 3-part fieldwork series, candidate's progress is evaluated and they are recommended or not recommended by their advisor to continue in the program. College instructor will serve as field supervisor for all students throughout their practicum, each student will be observed for one hour per every 25 hour practicum session followed by the evaluation found in the Practicum Handbook.

ED 530 Language and Literacy in a Diverse Classroom 3 UNITS

This semester three-unit 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 on a full range of learners. Emphasis is on incorporating state Frameworks and Standards into both general and special education programs 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, 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 online instruction through Canvas.

ED 531 English Learner Methodologies for a Diverse Classroom B 3 UNITS

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. *Prerequisite: ED 330/530 Language and Literacy in a Diverse Classroom.* TPA 1 is introduced here in ED 531. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 548 Cognitive Development and Mathematics in a Diverse Classroom 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 555 Utilizing and Infusing Technology into Teaching 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 560 Integrated Thematic Instruction: Science, Social Studies and the Arts 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 570 Healthy Children and Classroom Communities 3 UNITS

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. 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, 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. Candidates explore the delivery of instruction in the content areas in which they seek their credential with extensive

research, practice, and reflection. Topics include lesson planning and formative assessment. 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 578 Teacher as Leader 2 UNITS

This course focuses on the role of the teacher as leader in the classroom and the school. Since this course is 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, show evidence that they know the subjects they teach and how to teach those subjects to students, and demonstrate that they are members of learning communities that can successfully teach children across the range of different settings in the K-12 classroom. This course must be taken concurrent with ED393/593 OR SPED391/591. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

ED 579 Assessment and Management 2 UNITS

This course focuses on the role of assessment and classroom management in the classroom. Since this course is generally scheduled during the second session of direct teaching, candidates will receive guidance to prepare their portfolio to demonstrate their commitment to teachers thinking systematically and being responsible for managing and monitoring student learning. This course prepares candidate for TPA, Task #4 Making Content Accessible: Candidate for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. 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 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. This course must be taken concurrent with ED 594 OR SPED 592. Assignments for this course are an Action Research Project, Signature Assignment, Four Lesson Plans, Self-Assessments, and discussions discourse in class as well as on Canvas.45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas

ED 593 Directed Teaching I 3 UNITS

Student teachers 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 15 weeks on a full time basis. This placement is only to be secured by the Credential Coordinator upon completion of the Directed Teaching Orientation. As indicated in the Directed Teaching Handbook, the candidate will gradually advance to a two-week complete take-over in which he/she is in charge of 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 CalTPA task 3 "Assessing Learning" as a performance-based measure of the

knowledge and skills taught in this course. *45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas for on ground courses only.*

ED 594 Directed Teaching II 3 UNITS

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 task 4 “Culminating Learning” as a performance-based measure of the knowledge and skills taught in this course. Finally, candidates complete an Individual Develop 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. 45 hours total: 30 hours of seat time and 15 hours online instruction through Canvas for on ground candidates.

ED 693 Research in the Art of Teaching 3 UNITS

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. *45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas*

ED 694 Action Research in Accomplished Teaching 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 531 The Child with Special Needs: An Interdisciplinary Perspective 3 UNITS

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 leads to their requiring special attention. In accordance with 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 541 Behavior Intervention and Program Planning for Students with Special Needs 3 UNITS

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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 551 Collaboration and Communication Skills for Special Educators 3 UNITS

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. In accordance with CTC standards, 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. 45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 561 Assessing Students with Mild to Moderate Disabilities 3 UNITS

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 and the need to address the increasing number of children identified as autistic as well as consider the 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).

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 591 Directed Teaching Placement I 3 UNITS

This first of two directed teaching courses provides Education Specialist candidates with the opportunity to instruct students with disabilities in the core academic curriculum at the grade levels and in the service delivery modes of their assignment. Through this experience, candidates come to understand how to deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment based on their students' Individualized Education Programs (IEP). Candidates are expected to use progress monitoring based on each student's Individualized Educational Program at key points during instruction to determine whether students are progressing adequately toward achieving the state adopted academic content standards for students.

They pace instruction and re-teach content based upon evidence gathered using assessment strategies such as questioning students and examining student work and products.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 592 Directed Teaching Placement and II 3 UNITS

In this second Directed Teaching course, Education Specialist candidates learn how to set student expectations based on their knowledge of typical and atypical development. Candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability; 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; and demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.

SPED 641 Assistive Technology & Transition 3 UNITS

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.

45 Course Hours Total: 30 hours of seat time and 15 hours online instruction through Canvas.



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