



# ACADEMIC CATALOG & STUDENT HANDBOOK

2015-2016



# Introduction

---

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

## **Governance, Leadership and Administration**

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

### **Board of Trustees**

Dorothy Farris (Chair)

Rev. Mary Tudela, M.B.A. (Vice Chair)

Patricia Breen, Ph.D. (Ex Officio)

Mary Turner Pattiz, Ph.D.

Olin Barrett, M.B.A.

Dean Chung, M.B.A.

Michael Horowitz, Ph.D.

Joe Layng, Ph.D.

Albert J. Morell, Ph.D.

Devy Schonfeld, M.B.A.

Hon. Dickran Tevrizian

Fred Marcus, Esq.

### **Office of the President**

Dr. Patricia Breen is the current president of Pacific Oaks College & Children's School. She was appointed 10<sup>th</sup> president of the institution by the Pacific Oaks Board of Trustees on May 1, 2015.

### **President's Cabinet**

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

Carol Rinkoff, Ph.D., Dean of Academic Affairs

Pam McComas, Ph.D., Executive Director, Pacific Oaks Children's School

Crystal Czubernat, Vice President of Enrollment Management  
Frank Frias, Associate Vice President of Student Services  
Yug Fon Chiquito, Director of Finance  
Carolyn Mathis, Director of Human Resources  
Carole King, Director of Development  
Amy Seyerle, Director of President's Office and Board Affairs  
Weslie Abraham (Secretary to Cabinet)

## **Welcome Letter from the President**

Dear Students,

Welcome to Pacific Oaks College! We honor your decision to further your education with us and to prepare for your professional life based upon the values of diversity, social justice, participatory decision-making, and respect for the unique potential of each individual. Our institution was founded in the 1940's by seven families who shared a utopian vision for an institution that would educate children and adults alike, guided by these same values. We are proud to have you join our community.

Every member of the Pacific Oaks community is both a learner and a teacher; faculty, staff, and students alike. Through deep engagement with faculty as well as fellow students, both online and on campus, we learn continuously from each other. Our openness to the new knowledge emerging from this engagement is the reason that our core values have remained relevant and purposeful through the changing circumstances and demands of our communities. Our great hope is that through your journey at Pacific Oaks you will learn to use the power of your own voice, and the confidence in your skills to engage authentically and effectively with widely diverse populations in a global environment, to combine your professional knowledge with a respect for the unique values and experiences of the individuals and communities with whom you work to solve problems, and to improve the profession through actions that advocate for social equity and serve the changing needs of diverse communities.

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

Sincerely,

**Patricia A. Breen, Ph.D.**  
**President**

## Table of Contents

<b>Introduction</b> .....	<b>1</b>
<b>Governance, Leadership and Administration</b> .....	<b>1</b>
<b>Board of Trustees</b> .....	<b>1</b>
<b>Office of the President</b> .....	<b>1</b>
President’s Cabinet .....	1
<b>Welcome Letter from the President</b> .....	<b>2</b>
<b>Welcome from the Student Government Association</b> .....	<b>10</b>
<b>Mission Statement</b> .....	<b>11</b>
<b>Vision</b> .....	<b>11</b>
Core Values .....	11
People.....	11
Diversity.....	11
Social Justice.....	11
Participatory Decision-Making .....	11
Institutional Learning Objectives .....	11
<b>Accreditation</b> .....	<b>12</b>
<b>State Authorizations</b> .....	<b>12</b>
<b>Catalog Right to Change Notice</b> .....	<b>12</b>
<b>Pacific Oaks Contact Information</b> .....	<b>13</b>
<b>Academic Programs Offered at Pacific Oaks College</b> .....	<b>13</b>
Undergraduate.....	14
Graduate .....	14
Online Programs .....	15

<b>Admissions Policies .....</b>	<b>16</b>
<b>Undergraduate Admissions.....</b>	<b>16</b>
Undergraduate International Student Admissions.....	16
Undergraduate Enrollment Status Requirements .....	17
Undergraduate Residency Requirement .....	17
Undergraduate Transfer Credit Policy .....	17
Transfer Credit Guidelines .....	17
School of Human Development.....	17
School of Education .....	17
School of Cultural and Family Psychology .....	17
Undergraduate Programs .....	17
Official Transcript Deadlines.....	19
<b>Nontraditional Credit Transfer Policies .....</b>	<b>20</b>
Prior Learning Assessment (PLA) .....	20
AP Exams.....	20
CLEP Exams.....	20
IB Exams .....	20
DSST Exams .....	20
Military Experience .....	20
Professional Training and Certification.....	21
Propero Courses.....	21
Straighterline.com Partnership.....	21
Articulation Agreements.....	21
<b>General Education Requirements for Undergraduate Degree Students .....</b>	<b>21</b>
Credit for Learning from Experience (CLE).....	22
<b>Graduate Admissions.....</b>	<b>22</b>
Graduate International Student Admissions .....	23
Bachelor’s Degree Admissions Waiver for Master’s Programs .....	23

Graduate Enrollment Status Requirements.....	24
Graduate Transfer Credit Policy .....	24
Graduate Admission for Pacific Oaks B.A. Students .....	25
<b>Re-Admission and Re-Entry Policies .....</b>	<b>25</b>
Second Bachelor’s Degree with First Degree Earned at Pacific Oaks .....	26
Reapplication for Admission after Denial Decision.....	26
Course Time Limit Policy.....	27
<b>Financial Aid and Student Accounts Policies .....</b>	<b>29</b>
<b>Financial Aid Professional Code of Conduct.....</b>	<b>29</b>
Financial Aid Recipients .....	29
<b>Tuition and Fees .....</b>	<b>29</b>
CLE Fees .....	30
Military and Veteran Tuition Rate .....	30
Tuition and Fee Payment .....	31
Late Payment fees.....	31
Payment Plans.....	31
Credit Balance Payments (Stipends).....	32
NSLDS Consumer Information Disclosure .....	32
Financial Aid Eligibility Factors .....	32
Types of Aid .....	32
Disbursement of Aid.....	33
Entrance and Exit Counseling.....	33
Return to Title IV Funding .....	33
Statements .....	35
Military/Veterans .....	35
<b>Drop/Withdrawal Refund Schedule .....</b>	<b>37</b>
Maryland Resident Tuition Refund Policy Disclosure Statement (Online Students Only) .....	39
<b>General Academic Policies .....</b>	<b>41</b>
<b>Academic Calendar.....</b>	<b>41</b>

Program/Course Delivery and Length .....	41
Credit Hour .....	41
Registration .....	42
<b>Add/Drop.....</b>	<b>42</b>
<i>After the first week of the semester/session:.....</i>	42
<b>Continuous Enrollment.....</b>	<b>42</b>
<b>Grade Point Average .....</b>	<b>43</b>
Grade Point Classification .....	43
Repeating Courses .....	44
Course Substitution/Waivers.....	44
Course Audit .....	45
Incomplete Grade Policy.....	46
Grade Appeal .....	46
<b>Student Academic Preparation Program .....</b>	<b>47</b>
Writing Assessment Process (WAP).....	47
Academic Writing Course (AWC) .....	47
Change of Faculty Advisor .....	48
<b>Program Changes .....</b>	<b>48</b>
<b>Attendance .....</b>	<b>49</b>
<b>Satisfactory Academic Progress Overview.....</b>	<b>49</b>
Satisfactory Academic Progress Standards.....	50
SAP Review Period .....	51
Academic and Financial Aid Warning .....	51
Academic and Financial Aid Probation .....	52
Academic Dismissal .....	52
Academic Dismissal Appeal.....	52
Returning after Dismissal .....	53
Maximum time frame requirements for SAP .....	54
Incremental Maximum Timeframe Requirements.....	54

<b>Leave of Absence.....</b>	<b>55</b>
<b>Withdrawal from the College.....</b>	<b>56</b>
Official (student-initiated) Withdrawal: .....	56
Administrative withdrawal: .....	57
Admission to Class.....	57
Class Cancellations .....	57
<b>Non-Matriculating Students .....</b>	<b>58</b>
<b>Student Rights and Responsibilities .....</b>	<b>61</b>
<b>Federal Educational Rights and Privacy Act (FERPA) Policy .....</b>	<b>61</b>
Academic Freedom .....	62
Academic Integrity .....	62
Violations.....	63
Reporting and Review Process .....	63
Sanctions.....	64
<b>Student Conduct and Disciplinary Policies.....</b>	<b>64</b>
Students Standards Committee Objectives.....	65
Procedures for Reviewing and Deciding Alleged Violations of the Student Code of Conduct.....	66
Appeal of Disciplinary Decisions .....	68
<b>Student Grievance Policy .....</b>	<b>70</b>
External Complaint.....	73
<b>Disability Support Services.....</b>	<b>74</b>
Accommodation Request Procedures.....	75
Prohibition of Discrimination, Harassment, and Retaliation .....	76
<b>Reporting Complaints of Discrimination.....</b>	<b>76</b>
<b>Sexual Misconduct Policy.....</b>	<b>77</b>
Reporting Sexual Misconduct.....	78
Sanctions for Violations of POC’s Policy on Sexual Misconduct.....	80
Confidentiality.....	81

Institutional Authority and Local, State, and Federal Penalties .....	81
<b>Student Resources and Support .....</b>	<b>81</b>
Academic Advising .....	81
Center for Student Achievement, Resources, and Enrichment (CARE) .....	81
Student Government Association .....	82
Library .....	82
<b>Student Health and Wellness .....</b>	<b>86</b>
Student Health Insurance .....	86
Serious Disease Policy .....	87
<b>Alcohol and Drug-Free Environment .....</b>	<b>88</b>
General State Laws of Alcohol Possession and Consumption .....	88
Sanctions to Be Imposed on Students Who Violate Regulations and Policies .....	88
Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs, and Alcohol Abuse .....	89
Counseling, Treatment, or Rehabilitation Programs .....	89
Substance Abuse Resources .....	89
ComPsych Guidance Student Assistance Program .....	89
<b>Physical Facilities .....</b>	<b>90</b>
<b>Campus Safety and Security .....</b>	<b>90</b>
Access to Campus Buildings/Unauthorized Entry .....	90
Reporting of Crimes .....	91
Campus Crime Reporting (Clery Act) .....	91
Crime Log and Timely Warning Policy .....	92
Emergency Response and Evacuation Procedures .....	92
Reservation of Facilities .....	92
Solicitation and Conduct of Business on Pacific Oaks Property .....	95
Postings .....	95
Pet and Animal Policy .....	95
Smoking Policy .....	95
Parking Policy .....	96

<b>Information Technology Policies .....</b>	<b>96</b>
User Indemnity.....	104
Electronic devices policy .....	104
Limited Warranty.....	104
Guidelines on Password Management .....	104
Password Construction .....	105
Standards and Guidelines for Desktop/Laptop Computers Hardware Security.....	105
Student Email Accounts .....	106
Appropriate and reasonable use of electronic mail.....	107
Confidentiality and Security .....	107
Appropriate Behavior .....	109
Cyber-Bullying Policy.....	110
<b>Academic Programs.....</b>	<b>111</b>
<b>School of Human Development .....</b>	<b>111</b>
<b>School of Cultural and Family Psychology.....</b>	<b>137</b>
<b>School of Education .....</b>	<b>163</b>

## **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!

Sincerely,

**Your Student Government Association**

*Effective as of Fall 2015*

## **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.

## **Core Values**

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 Learning Objectives**

The Pacific Oaks graduate:

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

changing needs of diverse communities.

## **Accreditation**

Pacific Oaks College is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510-748-9001. WSCUC is a regional accrediting body recognized by the U.S. Department of Education (ED). The College has been accredited since 1959. For additional information see [www.wascsenior.org](http://www.wascsenior.org).

## **State Authorizations**

[The following information is current as of the date of this publication. For more current information please visit [http://www.pacificoaks.edu/Why Pacific Oaks/About Us/Accreditation Affiliations](http://www.pacificoaks.edu/Why_Pacific_Oaks/About_Us/Accreditation_Affiliations)].

### ***Alaska***

Pacific Oaks College has authority to offer its online programs in the State of Alaska by way of an exemption granted by the Alaska Commission on Postsecondary Education pursuant to Alaska regulation 20 AAC 17.015(a)(8).

### ***California***

Pacific Oaks College has authority to operate in the State of California by way of an exemption granted by the California Bureau for Private Postsecondary Education pursuant to California Education Code section 94874(i).

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <http://www.bppe.ca.gov>, Phone (916) 431-6924, Fax (916) 263-1897

### ***Maryland***

Pacific Oaks College is registered with the Maryland Higher Education Commission to enroll Maryland students in fully online distance education programs. The Commission's registration of the fully online programs is not an authorization of the institution to operate in Maryland or an approval or endorsement of the institution's programs.

### ***Pennsylvania***

Pacific Oaks College has registered in Pennsylvania with the Bureau of Postsecondary and Adult Education as an out-of-state distance education provider to enroll residents of Pennsylvania in its online programs.

### ***Utah***

Pacific Oaks College has met the requirements of Utah Code Ann. § 13-34a-203 to be a registered postsecondary school legally authorized by the State of Utah.

[This registration was obtained exclusively for POC's online programs ONLY.]

## **Catalog Right to Change Notice**

The *2015-2016 Pacific Oaks Academic Catalog* details the policies and procedures for all programs offered by the College. Students must adhere to the requirements and programs outlined in the

Catalog.

This Catalog is neither a contract nor an offer to contract between the College and any person or party; thus, the College reserves the right to make additions, deletions, and modifications to curricula, course descriptions, degree requirements, academic policies, schedules and academic calendars, financial aid policies, and tuition and fees without notice. All changes take precedence over catalog statements.

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

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

Users of this publication should contact Pacific Oaks representatives to learn the current status of matters covered herein. Pacific Oaks assumes no responsibility for any damages which may be claimed to have resulted from such changes.

### **Definitions**

- When used in this document Pacific Oaks College and Children’s School may be referred to as the “ College,” “Pacific Oaks,” “Pacific Oaks College,” “PO,” “POC,” or the “Children’s School.”
- “Student” refers to all individuals taking courses from Pacific Oaks College, on a full-time, part-time, or non-matriculation basis.
- “Policies” are defined as Pacific Oaks’ rules & regulations found in, but not limited to, the Academic Catalog & Student Handbook and Pacific Oaks’ official school website.
- When used in this document, “session” refers to 8/7 weeks and “semester” refers to 15/12 weeks.

## **Pacific Oaks Contact Information**

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

### **Address**

Pacific Oaks College  
55 Eureka Street  
Pasadena, CA 91103

**Phone:** 877.314.2380

**Website:** <http://www.pacificoaks.edu/>

## **Academic Programs Offered at Pacific Oaks College**

## **Undergraduate**

### School of Human Development

- » B.A. – completion in Human Development
- » B.A. – completion in Human Development, Early Childhood Education and Development Concentration
- » B.A. – completion in Human Development, Working with Adults Concentration
- » B.A. – completion in Human Development, Active Learning Across the Lifespan Concentration
- » B.A. – completion in Human Development, Social Change Concentration
- » B.A. – completion in Human Development, Therapeutic Companion Concentration

### 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 Preliminary Multiple Subject Credential and Education Specialist 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 Preliminary Multiple Subject Credential and Education Specialist Credential

## **Graduate**

### School of Human Development

- » M.A. in Human Development
- » M.A. in Human Development, Early Childhood Education and Development Concentration
- » M.A. in Human Development, Ecological Perspectives of Lifespan Development
- » M.A. in Human Development, Leadership in Education and Human Services Concentration
- » M.A. in Human Development, Social Change Concentration

### 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
- » 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 Early Childhood Education with a specialization in Trauma Studies
- » M.A. of Organizational Leadership and Change

# Admissions Policies

---

## Undergraduate Admissions

Pacific Oaks offers courses at the undergraduate level as part of bachelor degree completion programs. Applicants wishing to enter the bachelor's degree completion programs of Pacific Oaks College are required to submit a signed application, personal statement, work or volunteer experience/resume, and official transcripts from all institutions previously attended.

Once an acceptance offer has been issued, applicants have to pay their Tuition Deposit in order to reserve their spot in their program. This deposit is nonrefundable. Please see the appropriate School section for information about additional admissions requirements by program.

## Undergraduate International Student Admissions

Based on U.S. Homeland Security regulations, international students must be enrolled full-time to be eligible for campus-based study in the United States under a student (F-1) visa. International applicants who wish to complete a degree online are not eligible for issuance of a student (F-1) visa.

International applicants must have non-U.S. transcripts evaluated by a NACES-approved ([www.naces.org](http://www.naces.org)) evaluation agency.

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

Transcript evaluations are not required from American universities operating overseas, provided the institution is regionally accredited by a recognized U.S. regional accrediting body, with grades report on a U.S. 4-point scale.

International students are required to demonstrate final pre-requisite degree conferral. An international student who is conditionally admitted with proof of final degree conferral pending will be permitted until the start of the second term to provide required degree conferral documents.

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.

Students in a non-immigrant status are not eligible for U.S. financial aid. Upon gaining acceptance

to a campus-based program, accepted applicants who request sponsorship for a student visa (F-1) must submit a New Student Information Form and supporting documentation before a certificate of eligibility for non-immigrant students (I-20) can be issued. For current information on minimum financial requirements and how to obtain an I-20, please visit the [international admissions page](#) of the Pacific Oaks website.

### Undergraduate Enrollment Status Requirements

Undergraduate enrollment at Pacific Oaks College is defined as follows:

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

### Undergraduate Residency Requirement

All undergraduate students must complete at least 30 credits at Pacific Oaks College, and matriculated students will fulfill all remaining degree requirements through courses offered at the School.

### Undergraduate Transfer Credit Policy

Applicants may transfer up to 30 additional semester units (depending on program) beyond the 60 semester units required for admission toward undergraduate degree requirements, for a total of up to 90 credits. The decision to accept transfer credit resides solely with the respective School. Undergraduate transfer credit guidelines by School are:

<b>Transfer Credit Guidelines</b>	<b>School of Human Development</b>	<b>School of Education</b>	<b>School of Cultural and Family Psychology</b>
<b>Undergraduate Programs</b>	Up to 60-90 credits (varies by program)	Up to 60-90 credits (varies by program)	N/A

Approved transfer credit will be posted to the student’s Pacific Oaks College (POC) transcript after s/he has registered and remained in residence through the Add/Drop deadline. All new students register during the same designated period regardless of transfer credit. Approved transfer credit will not be factored into a new student’s registration time. Transfer credit may affect registration eligibility and degree requirements in subsequent terms.

Please refer to the section on Academic Programs for additional program-specific guidelines regarding transfer credit. Transfer coursework must be approved by the School into which the credit is being transferred.

All undergraduate transfer of credit is subject to the following conditions:

1. Transferred course credit is restricted to undergraduate level, degree applicable courses from a regionally accredited degree granting institution.

2. 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.
3. Courses that cross multiple subject areas may not be split for credit.
4. Students who have completed university extension credit are not guaranteed that the courses will be transferred to Pacific Oaks.
5. Only courses with a grade of C (2.0 on a 4.0 grade scale) or better will be accepted for transfer into the Bachelor's Program. Pass/Fail or Credit/No Credit courses are eligible only if the course can be verified as a C (2.0) or higher.
6. Students who have completed Internships or practicums, regardless of passing grade and degree applicability, will not be awarded transfer credit for these experiences at Pacific Oaks College.
7. All courses are required to be college level, degree applicable, and not designated as developmental or remedial in nature.
8. Course-to-course equivalency matches require an 80% content match. Students must provide POC with a course syllabus for transfer of credit to be evaluated.
9. A quarter credit taken in transfer will be equated to two-thirds of a semester credit.
10. When credit through examination is awarded; it is not included in the grade-point average.
11. Students may take approved outside standardized exams (International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES Subject Standardized Exams (DSST), etc. If they do not receive passing scores, they will be required to complete the necessary course work.
12. POC does not recognize other institutions' credit by exam, proficiency, or challenge exams. Only nationally recognized exams approved by POC and outlined below are accepted.
14. Courses completed either at Pacific Oaks or in transfer from a regionally accredited institution, that exceed the course time limits prior to the date of readmission will not be counted towards graduation requirements or completion of credential. Course time limits vary by school; please see the Course Time Limit policy for additional details. The content of these courses may no longer be current or required for a degree or credential.
15. Regarding academic credits earned outside of the U.S.:
  - a) Students must submit official academic records from all schools they have attended
  - b) Credits must meet all general transfer credit policies
  - c) Credits must have been completed at an institution with the equivalence of U.S. regional accreditation as determined by a NACES-approved transcript evaluation agency (National Association of Credential Evaluation Services <http://www.naces.org/members.htm/>)
  - d) Official transcripts must be accompanied by a course-by-course transcript evaluation from a NACES-approved transcript evaluation agency with the exception of Canadian coursework, which can be evaluated by Pacific Oaks
  - e) Transcript evaluations are not required from American universities operating overseas, provided the institution is regionally accredited by a recognized U.S. regional accrediting body, with grades report on a U.S. 4-point scale

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. International transcripts submitted without translation and/or the detailed evaluation will not be reviewed by the Academic Evaluations Department.

Any course that does not meet the specific content requirements of an existing POC course may be accepted as transfer credit as an elective if the course supports the required competencies and learning objectives of the program and meets the following conditions:

1. The course must meet all other requirements for transfer credit.
2. The course must be at the equivalent degree level.
3. Courses cannot be duplications of other requirements successfully completed.

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.

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, conditional acceptance may be granted with 48 applicable units and no more than 12 contingency units remaining. All 60 credits must be posted to their permanent record no later than the end of their first academic year.

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 sessions) 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 sessions)

and prior to the start of their final semester at Pacific Oaks to complete the additional Prior Learning Assessment or transfer work.

## **Nontraditional Credit Transfer Policies**

### **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 Experience**

Previous military experience is reviewed for college transfer credit at Pacific Oaks College. Students with previous military experience terminated under honorable conditions in any of the United States Military Branches may submit their official transcripts or a certified copy of DD-295 to the Office of the Registrar. Credit review will be based on the American Council on Education (ACE) Credit Recommendations.

## **Professional Training and Certification**

Professional training that is recognized by the American Council on Education (ACE) can also be submitted for review. Students who have completed training will need to submit their official transcript from ACE (<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.

## **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.

## **General Education Requirements for Undergraduate Degree Students**

Upon entry, Pacific Oaks College requires 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
<b>1/ English Communication</b> One course in English composition	2 courses	6 semester units
<b>2/ Mathematical Concepts and Quantitative Reasoning</b> 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
<b>3/ Arts and Humanities</b> Three courses with at least one from the arts and one from the humanities	3 courses	9 semester units
<b>4/ Social and Behavioral Sciences</b> Three courses from at least two disciplines, or an interdisciplinary sequence	3 courses	9 semester units
<b>5/ Physical and Biological Sciences</b> One physical science course and one biological science or life science course, at least one of which includes a	2 courses plus lab component	7-9 semester units
Total:	11 courses	34-36 semester

### 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. Qualified students may waive up to 30 credit hours required for the completion of the Human Development bachelor's degree or 24 credit hours required for the completion of the Early Childhood Education bachelor's degree based on faculty review of a portfolio of student work samples and previous learning. Students must have a minimum of five years of relevant, verifiable work experience, successfully complete "Reflections on Life Experience" coursework, and meet all other unit waiver application criteria to qualify.

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

- a. Have 5 to 10 years of verifiable work experience in a related field to earn credit for their life experience.
- b. Complete CLE application prior to starting and have approval to be in this option from the CLE Committee.
- c. Portfolio needs to be completed and approved by the CLE Committee prior to credit being applied to student's record.

### Graduate Admissions

Application to Pacific Oaks College's graduate programs is open to any person who has an official transcript of a conferred bachelor's degree from a regionally accredited institution, all official transcripts from any other graduate programs, and who meets other admission requirements, as required by a specific program. Limited exceptions may be granted to individuals who intend to complete an eligible master's program at Pacific Oaks but do not yet possess an earned bachelor's degree. These individuals are subject to the Bachelor's Degree

Admissions Waiver for Master's Programs policy.

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 <http://www.pacificoaks.edu/Apply>.

## **Graduate International Student Admissions**

Based on U.S. Homeland Security regulations, international students must be enrolled full-time to be eligible for campus-based study in the United States under a student (F-1) visa. International applicants who wish to complete a degree online are not eligible for issuance of a student (F-1) visa.

International applicants must have non-U.S. transcripts evaluated by a NACES-approved ([www.naces.org](http://www.naces.org)) evaluation agency.

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

Transcript evaluations are not required from American universities operating overseas, provided the institution is regionally accredited by a recognized U.S. regional accrediting body, with grades report on a U.S. 4-point scale.

International students are required to demonstrate final pre-requisite degree conferral. An international student who is conditionally admitted with proof of final degree conferral pending will be permitted until the start of the second term to provide required degree conferral documents.

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.

Students in a non-immigrant status are not eligible for U.S. financial aid. Upon gaining acceptance to a campus-based program, accepted applicants who request sponsorship for a student visa (F-1) must submit a New Student Information Form and supporting documentation before a certificate of eligibility for non-immigrant students (I-20) can be issued. For current information on minimum financial requirements and how to obtain an I-20, please visit the [international admissions page](#) of the Pacific Oaks website.

## **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
- Marriage and Family Therapy with a specialization in Trauma Studies
- M.A. Human Development
- M.A. Early Childhood Education
- M.A. Early Childhood Education with a specialization in Trauma Studies
- M.A. Organizational Leadership

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, HD 341 or HD 411 courses 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 HD 341 or HD 411 (3 credit hours) and not for any other portion of the waiver. Students must still meet all of the other 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 Credit for Learning Experience policy for additional information.

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

### **Graduate Enrollment Status Requirements**

Graduate enrollment at Pacific Oaks College is defined as follows:

<b>Full-time</b>	<b>Part-time</b>	<b>Less than Half</b>
<b>8+ Units</b>	4-7 Units	3 or less units

### **Graduate Transfer Credit Policy**

Each School determines transferability of graduate level coursework. Graduate transfer credit guidelines by School are:

- a. Courses must be graduate level and must have been completed at a regionally accredited graduate institution.
- b. Courses completed more than seven (7) years prior to the date of enrollment at Pacific Oaks College. (See *Course Time Limit Policy*)
- c. Courses must be graduate level and institution must be approved by the Board of Behavioral Sciences and regionally accredited (School of Cultural and Family Psychology)
- d. All official transcripts are required to be on file prior to student's program start.
- e. Courses must be completed with a B or higher (3.0 on a 4.0 grade scale)
  - i. Credits for courses in which the student earned a grade below B or took a non-letter grade such as a pass/fail or credit/not credit are not transferable.
- f. Credits applied to meet the requirements of a previously earned degree of any type at another institution are ineligible for use as transfer credit.
- g.
- h. Courses must be completed prior to entry of their respected graduate program
- i. Only courses that qualify for graduate credit by the transferring institution can be transferred.
- j. Only graduate-level courses completed in regular, non-extension formats qualify for transfer.
- k. Courses completed while concurrently enrolled at another institution will not be accepted for transfer credit.

### **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 and be enrolled in their final semester.

### **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.

## **Re-Admission and Re-Entry Policies**

**Returning Students: 364 days or less since last withdrawal date (Re-Entry):** Any students returning to Pacific Oaks in good academic and school standing after a lapse in enrollment of 364 days or less are considered Re-Entries. Students seeking re-entry to the College must complete a Re-Entry Form through the Registrar's Office. Re-Entry students who completed

coursework during their absence must provide the Registrar's Office with official transcripts in a sealed envelope for transfer credit consideration. Non-satisfactory performance may nullify the student's ability to reenter.

**Returning Students: 365 or more days since last withdrawal date (Re-Admission):** Any students returning to Pacific Oaks in good academic and school standing after a lapse in enrollment of 365 or more days are considered re-enrollments. Re-enrolling students are required to reapply for admission through the Admissions Office. Re-admitted students who have completed additional coursework must submit official transcripts for review of transfer credit. Students who have been away from the college for more than five (5) years must provide official transcripts from all institutions attended. To expedite readmission, official transcripts should be submitted in the original sealed envelopes along with the admission application. Non-satisfactory performance may nullify the student's ability to reenroll.

### **Returning from Dismissal or Probation Status**

Students seeking to return after being dismissed or leaving in a probationary status must complete a Re-Admission application or Re-entry Form, as determined by their last date of attendance. Students who have been dismissed from the College for failure to meet Satisfactory Academic Progress requirements may apply for re-admission after 365 days from the term of dismissal.

Students will need to complete the following documents for enrollment consideration:

- Academic recovery plan developed with their faculty advisor,
- A student statement addressing their absence from the College and reasons for returning, and
- Official transcripts in sealed envelopes from institutions attended while separated from the College.

The Re-Admission application or Re-Entry Form, along with the student statement, academic recovery plan and official transcripts, must be submitted to the Registrar Office and will be reviewed by the Academic Standards Committee for determination. Favorable consideration will be based upon evaluation of the reasons for previous separation, evidence of improved academic standing, improved conduct, and increased personal maturity. Non-satisfactory performance may nullify the student's ability to be readmitted. All students returning after dismissal or probation will be re-admitted on a probationary status. Students who have been dismissed from Pacific Oaks College for ethical or behavioral reasons will not be readmitted.

### **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. A student must apply for readmission to seek a second bachelor's degree. All re-admitted students are held to current Catalog/degree requirements.

### **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 (1) 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.

### **Course Time Limit Policy**

Pacific Oaks College welcomes the return of students who for a variety of reasons have not completed their degree or credential. Courses completed either at Pacific Oaks or in transfer from a regionally accredited institution that are more than the course time limits prior to the date of readmission will not be counted towards graduation requirements or completion of credential. The content of these courses may no longer be current or required for a degree or credential.

Previously earned credit will be awarded, when appropriate, to meet content distribution areas and degree-specific requirements. Time limits are in place to ensure that transfer credits meet present-day academic standards. General guidelines for time limit on transfer credit are noted below.

#### **General Education Courses**

Any courses that fulfill student's general education requirements do not have a course time limit. Refer to *General Education Requirements* for course listings.

#### **School of Human Development**

Pacific Oaks College will not consider credits earned more than 10 years prior to the date of enrollment. Students looking for re-admittance into the School of Human Development will also adhere to the 10 year requirement including credit completed with Pacific Oaks College. Courses completed with Pacific Oaks College 10 years or more prior to re-admittance will not be eligible for transfer and students will be required to complete new curriculum. An approved Leave of Absence does not alter the 10 year period for completion of degree requirements.

#### **School of Cultural and Family Psychology**

*Cultural and Family Psychology Courses:* Pacific Oaks College will not consider credits earned more than 10 years prior to the date of enrollment. Students looking for re-admittance into the School of Cultural and Family Psychology Courses will also adhere to the 10 year requirement including credit completed with Pacific Oaks College. Courses completed with Pacific Oaks College 10 years or more prior to re-admittance will not be eligible for transfer and students will be required to complete new curriculum. An approved Leave of Absence does not alter the 10 year period for completion of degree requirements.

#### **School of Education**

*Early Childhood Education Courses:* Pacific Oaks College will not consider credits earned more than seven (7) years prior to the date of enrollment.

Students looking for re-admittance into the School of Education will also adhere to the 7-year requirement including credit completed with Pacific Oaks College. Courses completed with Pacific Oaks College 7 years or more prior to re-admittance will not be eligible for transfer and students

will be required to complete new curriculum. An approved Leave of Absence does not alter the 7-year period for completion of graduate degree requirements

# Financial Aid and Student Accounts Policies

---

At Pacific Oaks College we appreciate the challenge students may face when determining how to fund their college education. The College is committed to helping students understand and manage the financial aspects of their education. 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 to ensure that the staff has an accurate count of units. For additional information visit the [Pacific Oaks Costs & Financial aid webpage](#).

## Tuition and Fees

Tuition and fees are subject to change without prior notice; however, students will not be charged retroactively for tuition and fee increases for coursework already completed or for coursework the student was in the process of completing.

Tuition*	Per Unit
Tuition for Undergraduate Programs	\$758
Tuition for Graduate Programs	\$1025
Teacher Credential (undergraduate level)	\$758
Teacher Credential (graduate level)	\$1025

Fees	Cost
Thesis Continuation Fee	50% of the current graduate-level
Canvas Fee	\$22-45 per online
Course Audit Fee	\$100 per unit
Application Fee for Admission and Readmission	\$55
Readmission Application Fee	\$55 if absent 1 year or more
Late Registration Fee	\$100

Late Payment Fee	\$50
Returned Check Fee	\$35
Institutional Services Fee	\$60 per semester
Student Association Fee	\$10 per semester
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
Application for Degree Conferral Fee	\$45 undergraduate
	\$65 graduate
Transcript Fee*	\$10

\* Online and/or expedited transcript requests will carry additional fees

### CLE Fees

Bachelor's-completion Option	Cost
Application Fee for Admission	\$55
Tuition Deposit	\$100 non- refundable
CLE Fee	\$65
HD 489 (3-units)	\$758 per unit
HD 499 (0-unit)	\$379 per unit

Bachelor's Waiver Option	Cost
Application Fee for Admission	\$55
Tuition Deposit	\$100 non- refundable
CLE Fee	\$65
HD 489 (3-units)	\$758 per unit
HD 499 (0-unit)	\$379 per unit
HD 341, 411 (each course is 3 units)	\$758 per unit

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

### Military and Veteran Tuition Rate

Active duty personnel of the U.S. Military or National Guard and their spouses and dependents and Veterans of the U.S. Military or National Guard and their spouses and dependents may be eligible for the Military Tuition Rate. This rate has been established to support individuals who have dedicated themselves to serving in the United States armed forces.

*Active duty personnel:* A student should identify membership to one of the aforementioned categories at the time of application. The Military Tuition Rate is applied to future terms only and is not retroactive for current or prior terms. Military personnel must submit a copy of the most recent leave and earnings statement (LES) and a statement from the commanding officer on official letterhead. A student may be required to resubmit documentation annually.

*Veterans:* A student should identify membership to one of the aforementioned categories at the time of application. The Veteran Tuition Rate is applied to future terms only and is not retroactive

for current or prior terms. A student receiving this benefit must submit a copy of the Veteran's DD214.

A student utilizing the GI Bill must work closely with School Certifying Officials to make sure that all necessary documents are on file prior to the certification of enrollment with the Veterans Administration. TCSPP will certify enrollment each term unless otherwise notified.

The Military and Veteran Tuition Rate may not be combined with other special tuition rates. Information on the Military and Veteran Tuition Rate is available from the Office of Financial Aid and the Pacific Oaks [Military and Veteran Tuition Rate webpage](#).

## **Tuition and Fee Payment**

Tuition and fees are posted annually on the [Pacific Oaks College Tuition and Fees website](#). Completion of the registration process at Pacific Oaks College constitutes a contract and obligates the student for full payment. The student must complete the appropriate process to withdraw from the institution (see *Withdrawal from the College* policy section).

Tuition is due in full on the Monday following the Add/Drop period of each semester/session. 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. Payment plans extending the length of the semester or session may be made available by contacting the Student Accounts Department.

All fees are non-refundable. Tuition and fees owed Pacific Oaks College must be paid when due. Any student with a delinquent account is subject to a registration hold until the delinquent account is resolved. Transcripts and diplomas will not be released to students with delinquent accounts.

Students having difficulty making payments or with questions about their account should contact the Student Accounts Department to discuss payment arrangements.

## **Late Payment fees**

A Late Payment fee is charged for all payments received after the due date. No student is eligible to register for courses until any and all outstanding balances owed to the institution from a previous semester/session have been paid in full. The Student Accounts 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 posted by the Student Accounts Department. Payment plans should be completed on or before the last day of the semester/session.

## **Payment Plans**

Students with outstanding balances may be eligible for student payment plans. These plans are created for students with balances not covered by financial aid and/or other funding sources.

Arrangements to participate in this plan must be made with the Student Accounts Department. Payment arrangements are made for account balances that become delinquent during any phase of the student's program. Students with a delinquent account balance are subject to registration holds for subsequent semester/session and may not be able to attend classes, begin/attend practicums, begin internships, work with faculty on their thesis or receive an official transcript until approved arrangements are made for all outstanding tuition and fees balances.

### **Credit Balance Payments (Stipends)**

A federal student aid credit balance can be created when the total of all federal student aid funds that are credited to the student's account exceeds the amount of current and prior year (up to \$200) tuition, fees, and any other educationally related charges the institution assessed the student. For students who have an institutional balance within the same academic year, subsequent disbursements will be held to cover the institutional charges. Unless the student authorizes the institution to hold a credit balance, the credit balance must be paid to the student as soon as possible, but not later than 14 days after the balance occurs (or 14 days after the first day of class if the credit balance occurred before the first day of class of that payment period). If a student elects to authorize the College to hold any federal student aid credit balance beyond the 14 day period, the College will release any remaining credit balance to the student by the end of the loan period.

### **NSLDS Consumer Information Disclosure**

When the College processes federal student aid, the loan will be submitted to the National Student Loan Data System (NSLDS) when the funds have been processed and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

### **Financial Aid Eligibility Factors**

#### **Enrollment status**

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

#### **Types of 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 [Funding Your Education website](#).

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 also be found on the Pacific Oaks [Funding Your Education website](#).

### **Federal Financial Aid**

## **Federal Direct Loans**

*Direct Unsubsidized:* This loan is non-need-based. Direct Loans are low-interest loans for students to help pay for the cost of a student's education when attending post-secondary education. The lender is the U.S. Department of Education. Students may borrow directly from the federal government through the Direct Loan servicer. To be eligible for a Direct Loan, a student must be enrolled in an eligible degree program on at least a half-time basis. The Direct Loan Program offers a lower interest rate than most commercial loans. Graduate students can apply for an Unsubsidized Direct Loan, which begins to accrue interest while the student is in school. An origination/guarantee fee may be deducted from the student's loan amount that is disbursed. Please refer to the Federal Direct Annual Loan Limits and Federal Direct Aggregate Loan Limits tables at <http://www.direct.ed.gov/applying.html>. The standard repayment plan begins six months after the student graduates or is no longer enrolled at least half-time, and up to 10 years may be allowed to repay the loan(s).

Students who meet eligibility requirements may request a deferment or forbearance of their loan payment. The following are circumstances under which a student may qualify for a deferment: currently enrolled in school on at least a half-time basis; graduate fellowship; rehabilitation training; unemployment; economic hardship; military service; or post-active duty student.

Please refer to [www.studentaid.ed.gov](http://www.studentaid.ed.gov) for additional information.

*Direct Graduate PLUS Loan:* This is a long-term, low-interest loan for graduate students. The student may borrow up to the cost of attendance, minus all other financial aid received, and after all Direct Unsubsidized loan eligibility has been exhausted. The lender is the U.S. Department of Education. These loans are non-need-based and are subject to credit approval. If denied, a student may apply using a co-signer. Repayment begins 60 days from the date the loan is fully disbursed. The student is responsible for paying the interest on this loan starting from the time of the first disbursement. However, this student loan will be placed in deferment while you are enrolled at least half-time.

Please refer to [www.studentaid.ed.gov](http://www.studentaid.ed.gov) for more information.

## **Disbursement of Aid**

Students are notified when loan funds have been received and applied to their student ledger via their personal Pacific Oaks College online student portal account. Disbursements to students are made two weeks after the semester has begun. From the date of disbursement, students have 14 days to notify the school to cancel and/or return any funds.

## **Entrance and Exit Counseling**

Entrance Counseling must be given to all financial aid students before aid is disbursed and Exit Counseling must be given to all financial aid students within 30 days of separation from the school. The entrance and exit counseling is available on <https://studentloans.gov>.

## **Return to Title IV Funding**

A Return of Title IV Funds calculation is when a Title IV recipient drops all classes in the current

semester or withdraws from his or her program. This process ensures that the institution correctly calculates the amount of federal student financial aid earned by the student and returns any unearned funds back to the federal student financial aid programs. In some cases, the school is required to return unearned Title IV funds; the student is also responsible for returning any unearned aid. In addition, the Return of Title IV process may result in the student owing the school for unpaid tuition and fees. A student may withdraw from the College at any time by notifying the Office of the Registrar, either verbally or in writing, of their decision to withdraw, but it is highly recommended that the student speaks with a Financial Aid Advisor prior to withdrawing.

For Return of Title IV calculation purposes, the payment period is defined as a semester. For official or administrative withdrawals, a student's last date of attendance is the last day in which a student attended class (for online students this is any academic related activity for their class). If a student completes a course and receives a passing grade, the last date of attendance will be recorded as the end date of the session/semester.

The portion of Title IV funds a student is allowed to receive is calculated on a percentage basis by comparing the total number of days completed before the student withdrew from the program to the total number of days in the payment period. An official withdrawal date is determined when a student requests to be dropped from their program or does not meet attendance requirements to remain eligible for Title IV funding. A student earns 100% of the aid once he or she has completed more than 60% of the term.

If the amount of aid disbursed to the student is greater than the amount of aid earned by the student, the unearned portion must be returned to the federal account; this may include the student, the institution, or both. In returning unearned funds, the institution is responsible for returning the portion of the unearned funds equal to the lesser of the institutional charges for the payment period multiplied by the unearned percentage of funds, or the entire amount of unearned funds. If the student is required to return any of the unearned funds, then the student must repay those funds. If the unearned funds consist of Title IV loans, then the student repays the loan in accordance with the terms and conditions of the promissory note.

If the amount of aid disbursed to the student is less than the amount of aid earned by the student, a post-withdrawal disbursement may be available to assist the payment of any outstanding tuition and fee charges on the student's account. If a student is eligible to receive a post-withdrawal disbursement from Title IV loan funds, the student will be asked for his or her permission to disburse the loan funds on the student's account to reduce the balance owed to the institution or disburse the excess loan funds directly to the student. The College has 30 days from the date of the institution's determination that the student withdrew to offer the post-withdrawal disbursement of a loan to the student. The student has 14 days from the date the institution sends the notification to accept the post-withdrawal disbursement in writing. The Return of Title IV process will determine whether the funds will be allocated to the school or the student.

Once the College's portion of the return of funds has been calculated, the Financial Aid Office

must return the aid within 45 days to the appropriate federal student financial aid program(s) in the order specified below. If this creates a balance on the student's account, the student will be responsible for full payment to the institution. A student will not be allowed to re-enter, register, or receive an official academic transcript until the outstanding balance has been paid in full. If loan funds are required to be returned by the student, the student may pay these funds back under the original terms of the loan.

The College will return the unearned Title IV funds in the following order:

*Unsubsidized Direct Loan*

*Subsidized Direct Loan*

*Direct Graduate or Parent PLUS*

*Federal Pell Grant*

*Federal Supplemental Educational Opportunity Grant (FSEOG)*

For information regarding the determination of withdrawal date, please see the *Withdrawal from the College policy* in the General Academic Policies section of this Catalog.

### **Statements**

1098-T Tuition Statements are made available to eligible students every year no later than January 31 as required by law. This statement may be used to claim education credits. If a student does not elect paperless delivery, the statement will be mailed to the address on file. It is the student's responsibility to ensure the address is correct.

### **Military/Veterans**

Veterans who want to use their Veteran's Education Benefits should contact the VA Specialist. 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 the VA. You can apply through the [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 Department for the payment of any tuition and fees that will not be covered by VA benefits, Financial Aid, or that will not be paid directly to Pacific Oaks College.

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.

## **Drop/Withdrawal Refund Schedule**

Ground courses in the School of Human Development and the School of Cultural and Family Psychology are offered in 15 week (Fall and Spring) and 12 week (Summer) semesters only. The 15-Week and 12-Week refund schedules are followed by School of Human Development and School of Cultural and Family Psychology students for ground **and** online courses. Refunds are based on the length of the applicable semester.

### **15-WEEK SEMESTER**

Timeline	Refund	Transcript Notation
----------	--------	---------------------

	Percentage	
Drop/Withdrawal on or before Sunday of the 1st week of the semester	100%	Courseremoved
Drop/Withdrawal on or before Sunday of the 2nd week of the semester	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the semester	50%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the semester	25%	"W" grade posted
Drop/Withdrawal through weeks 5-12 of the semester	0%	"W" grade posted
Drop/Withdrawal through weeks 13-15 of the semester	0%	"X" grade posted

## 12-WEEK SEMESTER

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the semester	100%	Courseremoved
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 5-11 of the semester	0%	"W" grade posted
Drop/Withdrawal in week 12 of the semester	0%	"X" grade posted

All online courses (in all Schools) and ground School of Education courses are broken up into two separate Sessions every semester: one 8 week and one 7 week. The 8-Week and 7-Week refund schedules are followed by all online students and ground School of Education students regardless of the course delivery method (ground or online).

## 8-WEEK SESSION

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the 8-week online session	100%	Courseremoved
Drop/Withdrawal on or before Sunday of the 2nd week of the 8-week online session	75%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 3rd week of the 8-week online session	50%	"W" grade posted
Drop/Withdrawal on or before Sunday of the 4th week of the 8-week online session	25%	"W" grade posted
Drop/Withdrawal through weeks 4-6 of the 8-week online session	0%	"W" grade posted
Drop/Withdrawal through weeks 7-8 of the 8-week online session	0%	"X" grade posted

## 7-WEEK SESSION

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal on or before Sunday of the 1st week of the 7-week online session	100%	Courseremoved
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 in week 7 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:

<b>Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or</b>	<b>Tuition Refund</b>
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.



# General Academic Policies

---

In this section you will find basic academic information and policies affecting all students, including grading, registration, Satisfactory Academic Progress, leave of absence, and attendance requirements.

## Academic Calendar

The academic calendar for both Ground and Online students is comprised of a Fall, Spring, and Summer semester. All online courses (in all Schools) and ground School of Education courses are broken up into two separate Sessions every semester: one 8 week and one 7 week. Ground courses in the School of Human Development and the School of Cultural and Family Psychology are offered in 15 week (Fall and Spring) and 12 week (Summer) semesters only.

## Program/Course Delivery and Length

Pacific Oaks College offers programs and courses both on ground and online. Not all programs or courses are available in both modalities.

### Ground

Spring and Fall Ground courses are offered in 15 week semesters, 8 week sessions, and 7 week sessions. Summer ground courses are offered in a 12 week semester format only.

### Online

Online courses are offered in 8 week sessions and 7 week sessions.

*Session I:* Exclusively 8 weeks

*Session II:* Exclusively 7 weeks

Please refer to the *Continuous Enrollment policy* for more information regarding registration requirements, and reference the Student Gateway for a complete list of course schedules each semester/session.

## Credit Hour

Academic credit at the College is granted using the semester credit hour system. A credit hour for a **lecture, seminar, or thesis course** represents 15 hours of instructional activity (e.g., classroom instruction, engagement with web-based instructional materials) based upon a 50-minute hour toward achieving specified student learning outcomes.

For blended or online courses, the 15 hours of instructional activity may include web-mediated synchronous or asynchronous lectures or webinars, interactive tutorials, and online discussions. On-ground 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 up to 30 additional hours of homework, studying, and/or research.

A credit hour for **practicum, fieldwork, or internship coursework** represents 45 hours of applied

practice and weekly seminar/supervision. A credit hour for an ***independent study*** represents a minimum of 5 hours of instructor-student contact and up to 40 additional hours of outside study and/or research.

## **Registration**

Students are responsible for registering in courses each semester in order to maintain continuous enrollment. Students register online through Inuit via the Student Portal. Please refer to the *Continuous Enrollment policy* for more information regarding registration requirements.

New students must contact their assigned advisor upon admission into the college before registering for classes. Current students are encouraged to meet with an advisor to plan each semester's course schedule before registering for classes. If you need assistance reaching an advisor, please contact the Program Manager for your respective department.

Students are expected to have met all prerequisite requirements for courses in which they register.

## **Add/Drop**

The first week of every semester/session is the Add/Drop week for students.

*Prior to the semester/session start:* Students should add and drop courses online through the Student Gateway prior to the start of the semester/session.

*During the first week of the semester/session:* Students may also change their course schedules during Add/Drop week and will not be charged a late registration fee. For students who have yet to register for any courses prior to Add/Drop and choose to add and drop courses during this time will be assessed a late registration fee. Students must submit an Add/Drop form to the Registrar's Office by the add/drop deadline. Please refer to the Academic Calendar for specific registration dates and add/drop deadlines. Drops that are officially processed by the add/drop deadline will not appear on the student's transcripts.

*After the first week of the semester/session:* Students who wish to withdraw from a course after the add/drop deadline must submit an Add/Drop form to the Registrar's Office.

Students who drop or are administratively dropped after the first week of class will receive a grade of "W" or "X." Students who drop after the first week of class may be eligible for a partial refund. Please see the *Drop/Withdrawal Refund Schedule* in the Financial Aid & Student Accounts section of the Catalog to determine whether a "W" or "X" will be issued and if a tuition adjustment is necessary.

## **Continuous Enrollment**

In order to maintain continuous enrollment with Pacific Oaks College, students must be registered for and attend courses in Fall, Spring, and Summer semesters. They must participate in any combination of terms spanning a 15/12 week period. This may include:

- Courses in the 15/12 week semester
- Courses in Session I (8 week session) **and** Session II (7 week session)
- Courses in the 15/12 week semester, and any combination of courses in Session I **and/or** Session II

Continuous Enrollment	
15/12 week semester	
Session I (8 week session)	Session II (7 week session)

Students must maintain continuous enrollment in courses for the full semester as outlined above. Students who are unable to register for a semester/session must request a Leave of Absence to maintain continuous enrollment. Please refer to the Leave of Absence Policy for additional information.

Students who are not registered in courses or on an approved Leave of Absence will be administratively withdrawn for non-compliance of the continuous enrollment policy. Students who have been administratively withdrawn should refer to the Re-Admit and Re-Entry Policy for additional information.

For additional questions regarding the continuous enrollment policy, please contact the Student Finance Department or the Office of the Registrar. Please refer to the *Financial Aid and Student Accounts* section of this Catalog regarding minimum credit requirements for financial aid eligibility.

## Grade Point Average

The grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of credit hours attempted. If a student repeats a course, only the most recent grade earned is calculated into the grade point average; the grade point value of the first grade is no longer included in calculating the cumulative grade point average (CGPA). No grades are awarded for transferred credits, and transfer credit grades are not reflected in the College grade point average. See Grade Point Classification for additional details.

## 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
B	3.00	Very Good	Satisfactory
C	2.00	Satisfactory or Average	Below Expectations
D	1.00	Below Expectations	Not Applicable for Graduate Program
X	0.00	Unacceptable – No Credit	
P*	N/A	Pass	

NP*	N/A	No Pass
CR*	N/A	Credit
NC*	N/A	No Credit
WP*	N/A	Work In Progress
W*	0.00	Withdrawal: see <i>Drop/Withdrawal Refund Schedule</i>
I*	N/A	Incomplete
NR*	N/A	Grade Not Reported
AU*	N/A	Audit

\* These grades are not calculated into GPA. Prior to Fall of 2010, a grade of “S” was assigned to courses. When calculating GPAs this grade is equated to a “B” letter grade.

Course withdrawals are not accepted after the final withdrawal deadline stated in the [Academic Calendar](#). Please see the *Academic Calendar/Refund Schedule* for specific withdrawal deadlines.

### Repeating Courses

Courses repeated during a student’s program of study due to non-satisfactory grades will be indicated as a repeated course with the most recent 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 Satisfactory Academic Progress Pace (Rate of Progress) calculations. Students who are required to repeat courses in order to qualify for degree program requirements may incur additional charges. Courses with non-satisfactory grades may be repeated once. Additional information regarding rate progress may be found under the *Satisfactory Academic Progress policy*.

Although a grade of “C” or higher for graduate students or “D” or higher for undergraduate students is generally acceptable toward graduation requirements, students may 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 Academic Programs section for additional information regarding graduation requirements.

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 the 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 Associate 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 Associate Dean have determined that the student already has the knowledge and skills taught in the course and would not benefit from repeating the content. Documentation of how the student has met the content and spirit of the requirement must be submitted to the Registrar's Office.

The student 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 Faculty Advisor. A student wishing to deviate in any way from program requirements must have permission from their Associate Dean. Please consult your Pacific Oaks College Faculty Advisor to request a course substitution.

Students who wish to take Pacific Oaks coursework outside their degree/program requirements are allowed to do so under the following guidelines:

1. Students are required to complete the required [Course Substitution Form](#) which must be signed by the student and Associate Dean.
2. The course substitution needs to be justified. A description of how it maps to the learning outcome must be documented on the [Course Substitution Form](#) and approved by the Associate Dean to ensure that the programmatic learning outcomes of the degree are not compromised.
3. Course Substitution forms and approvals must be completed and submitted to the Registrar's Office prior to the course being taken.

Students wishing to petition for a course substitution or waiver should gather sufficient documentation and justification to warrant a course substitution/waiver. In conjunction with their Faculty Advisor, students should then complete the [Course Substitution Form](#). If the Faculty Advisor approves the petition, the student must then seek approval from the Associate Dean responsible for the course or curriculum. The approved [Course Substitution Form](#) must be submitted to the Registrar's Office before the student files his/her application for Degree Conferral form for degree audit and graduation.

### **Course Audit**

Students should confer with an Academic Advisor prior to officially auditing a course. To audit a course, a student must obtain approval from the Associate Dean of the school offering the course and select "Audit" on a registration form and submit the form to the Registrar's Office. The deadline to audit a course is the Add/Drop deadline. No credit is earned from audited classes. A notation of "AU" is assigned to audited classes and is not used in computing the grade point average.

Course prerequisites are enforced in the determination of registration eligibility for the course, and audit fees will be assessed. No preregistration is allowed for courses taken as audit. Course requirements such as homework, exams and papers are not graded by the instructor for students who are auditing a course. Audits do not count for full-time or part-time statuses, loan

deferments, financial aid, etc. Students may not change a grading system from an Audit to a letter grade. Not all courses are eligible to be audited.

### **Incomplete Grade Policy**

An Incomplete (“I”) grade is only available to students who have successfully completed 75% of the coursework required for a particular course. Incomplete grades are issued at the discretion of the instructor, and are only granted for compelling and extenuating circumstances.

The Incomplete grade cannot be used 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 must 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 coursework must be completed.

The student has up to the end of the following semester/session, based on instructor discretion, to finish his or her coursework. If the student does not complete the work, his or her grade automatically defaults to the grade earned as of the conclusion of the course.

The “I” grade appears on grade reports and/or official transcripts until a final grade is determined and recorded. Students who fail to meet the conditions of the Incomplete Contract will automatically receive 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 Associate Dean or designee 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**

Grade appeals regarding a letter grade must be submitted in writing for review within the semester/session following the assignment of the grade. 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 should seek to resolve the issue by first consulting the instructor. If the instructor determines a grade change is warranted, the instructor will submit a Grade Change Form the Registrar’s Office. Additional coursework may not be assigned and/or revised to enable the student to receive a higher grade. The student will be notified of the grade change by the Registrar’s Office.

If the instructor does not approve a grade change, and the student wishes to make an official grade

appeal, students may complete the Grade Appeal Form and gather all supporting documents. If the instructor is no longer working with the institution or does not respond within 72 business hours, final Grade Appeal requests should be escalated by the student directly to the Associate Dean.

If the Associate Dean is unavailable, the Grade Appeal will be submitted to the department designee for review. The Associate Dean may confer with the student and the instructor to resolve the issue. In most cases the instructor's decision is final, unless the Associate Dean determines that extenuating circumstances warrant a review. The Associate Dean will return the decision in writing to the Registrar within two (2) weeks of receiving the Grade Appeal indicating the basis on which the decision was made.

The final decision of the Grade Appeal will be forwarded to the Registrar's Office and will be placed in the student's record. The Registrar's Office will communicate the decision to the student, and no further appeal is available.

## **Student Academic Preparation Program**

To ensure academic preparedness, a key to success in learning, Pacific Oaks College provides support through Academic Success Programs and resources, which include the Writing Assessment Process (WAP), Academic Writing Courses (AWC), the *Smartthinking* online writing resource and peer tutoring services.

The completion of WAP and AWC is an institutional requirement for all new students, regardless of their GPA or other advanced degrees they might have earned at other schools. Based on their WAP results, some students are placed out of the AWC and automatically receive a passing grade. Students who transferred from one Pacific Oaks program to another, as well as alumni who are returning to Pacific Oaks to continue their studies are exempt from this requirement, if they have fulfilled the WAP and AWC requirements in their original program. Charges for participation in the WAP program are covered through institutional fees.

### **Writing Assessment Process (WAP)**

The Writing Assessment Process (WAP) is designed to assess the academic writing skills of all new incoming students. All new students starting Pacific Oaks College in Fall 2015 will be required to complete the WAP. Failure to complete the WAP in a timely manner results in an account hold, and the student may not be able to continue in the academic program until successful completion is demonstrated. Based on their WAP scores, students may be placed out of the AWC. Additional information regarding WAP will be sent directly to new students.

### **Academic Writing Course (AWC)**

The Academic Writing Course is designed to assist students in mastering their academic writing. While the Academic Writing Course (AWC) is available to all students, successful completion of the AWC with a final grade of "Pass" (P) is an institutional requirement for students placed into it based on their WAP results. Students who receive a grade of "No Pass" (NP) are re-enrolled in the AWC the following term. Failure to earn a final grade of "Pass" (P) on a student's second attempt may result in an Academic Development Plan or referral to the Academic Standards Committee for

review. It is the sole responsibility of the student to ensure full participation and completion of the Academic Writing Course.

In addition to the Academic Writing Course, students may be required to utilize other support resources such as the *Smarthinking* online writing resource, tutorial assistance, workshops, etc. Please note that the Student Academic Preparation Program is subject to change. Please contact the Center for Student Achievement, Resources, and Enrichment (CARE) Office with any questions.

### **Change of Faculty Advisor**

Students may request a change of Faculty Advisor for a variety of reasons. Requests should be submitted in writing to the Program Manager of the corresponding academic department. A change must be approved by the student's Associate Dean and appropriate form submitted to the Registrar.

## **Program Changes**

Active students at Pacific Oaks College may petition to make the following changes to their academic programs without applying for re-admission:

- Change of academic program\* (see exceptions below)
- Change of specialization within the same academic program
- Change of credential
- Change of modality (100% online or on ground)
- Change of location or cohort

***\* Students changing to any teaching credential or Marriage & Family Therapy program must re-apply.***

Students are required to discuss all changes with their Faculty Advisor and obtain approval in the form of a signature. All change requests must be submitted to the Registrar's Office in writing. The Registrar's Office typically processes approved change requests at the end of each semester/session.

Students seeking a change to their academic program, specialization, or credential must meet all corresponding admission requirements in place at the time of the change request. Changes will not be processed for students who do not qualify.

Students must also be in good academic and financial standing at the time of the petition. Changes will not be processed for students who do not meet Satisfactory Academic Progress or have outstanding account balances. All students changing programs are encouraged to speak with a Financial Aid representative and the Student Accounts Office prior to petitioning for a program change. Program changes may impact student registration schedules, enrollment status, and eligibility for financial aid funds.

Due to differences in program requirements, not all Pacific Oaks College coursework from a student's previous program or all coursework transferred from previous institutions may apply to

meet requirements in the new program. A new transfer evaluation will be performed at the time of the change request, and applicability of previously completed coursework will be determined by the Associate Dean for the new program at the time of the change request. In some cases, additional units may be required in order to complete the program.

Please refer to the Pacific Oaks *Transfer Credit Policies* and *Academic Program* sections for additional information regarding the transferability of coursework.

## Attendance

Pacific Oaks College expects all students to attend courses and submit all assignments per each course's requirements. Active participation is an important component of classes, and attendance is critical to building a learning community. All on ground and online courses have an online interaction built into the first week of each course, and students are recorded either absent or present each day based on participation in an academic activity during this week (*Add/Drop* period).

Attendance is defined as participating in an academic activity within the online classroom, which includes posting an introduction, posting in a graded discussion forum, submitting a written assignment or quiz, or submission of another deliverable as defined in the course syllabus. Each instructional week begins Monday and ends on Sunday. Students who do not post attendance during the first week (*Add/Drop* period) will be administratively withdrawn in the second week of the applicable semester or session.

Absences should occur only for extenuating circumstances such as ill health or critical emergency. Whenever possible, a student should notify the faculty of these absences in advance. It is within a faculty member's discretion to determine whether absences are excused. Excessive late arrivals, absences, or excessive periods of time without logging into the online component of a course, regardless of the reason, may jeopardize a student's academic standing. A student's request for an excused absence indicates the student's intention to remain enrolled in the course. Faculty members must notify the Registrar's Office of excused absences.

A student will be automatically dropped from a course for nonparticipation, not submitting an official [Add/Drop Form](#), or otherwise not attending within the first week of a semester or session (*Add/Drop* period). A refund of tuition will be based on the applicable refund policy (see *Drop/Withdrawal Refund Schedule*).

**For information regarding the determination of withdrawal date, please see the *Withdrawal from the College policy* in this Catalog.**

## Satisfactory Academic Progress Overview

Pacific Oaks College students are required to maintain Satisfactory Academic Progress (SAP) toward the completion of a degree or credential program. The following details academic standing and the potential progression of academic standing if Satisfactory Academic Progress standards are not met.

SAP is a qualitative (grade-based) and quantitative (time-based) measurement of student academic progress. Various federal regulations governing student financial assistance require that a higher education institution develop standards to measure academic progress toward a degree. In addition, federal regulations require that financial aid recipients make Satisfactory Academic Progress toward a degree or certificate program to remain eligible for financial aid.

Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. Below is an outline of how a student may meet SAP and maintain Good Academic Standing.

### **Satisfactory Academic Progress Standards**

#### ***Qualitative Standards: Cumulative Grade Point Average***

Includes all undergraduate and graduate-level coursework attempted at POC, excluding grades of Credit (CR), No Credit (NC), Work in Progress (WP), Withdrawal (W), Incomplete (I), Grade Not Reported (NR), Audit (AU), Pass (P) and No Pass (NP). Only the later grade is counted in the cumulative GPA when a course is repeated. No grades are recorded or counted towards GPA for transfer credits.

- All graduate students and undergraduate students enrolled in credential programs must maintain a cumulative GPA of 3.00 or above.
- Undergraduate students not enrolled in credential programs must maintain a cumulative GPA of 2.00 or above.

#### ***Quantitative Standards: Pace (Rate of Progress) and Maximum Time Frame***

##### **Pace (Rate of Progress)**

Pace (Rate of Progress) is calculated by dividing a student's earned credits by their attempted credits. Attempted credits include all Pacific Oaks course attempts recorded on the academic transcript, including repeated courses, withdrawals, and Incompletes, as well as transfer credits that apply toward the student's current degree program. Credits accepted and applied in transfer toward the student's current degree program are included as attempted and earned credits, even for periods in which the student did not receive financial aid. Grades that count negatively against Pace include D, I, W, NC, and NP. Repeated courses also count negatively against Pace, since both original and repeated units will be counted as attempted units in the Pace calculation.

- Both graduate and undergraduate students are required to successfully complete a minimum of 66.67% of all courses attempted.

##### **Maximum Completion Timeframe:**

Successful completion of all program requirements within 150% of the normal length of the program as measured in credits attempted towards the program. Credits accepted and applied in transfer toward the student's current degree program are included as attempted and earned credits in determining the maximum timeframe. Students' progress must ensure academic

program completion within the maximum allowable timeframe.

- The maximum allowable attempted units are 150% of the required units in a student's academic program for both graduate and undergraduate programs.

### **SAP Review Period**

Satisfactory Academic Progress is reviewed at the end of each SAP increment. Students are evaluated against both qualitative and quantitative standards at the conclusion of a SAP increment. SAP increments are defined as:

- Online and School of Education students: At the end of each 8 or 7 week session
- All other locations/deliveries: At the end of each 15/12 week semester.

After each evaluation, students who do not meet SAP standards will be notified in writing by the Registrar's Office. It is important students check their school email frequently to respond to any communication regarding their SAP status with Pacific Oaks.

Students who change their program may impact their SAP review period, and their SAP reviews will include all POC coursework taken by the student for previous programs.

### **Satisfactory Academic Progress Not Met**

Students who do not meet SAP will be placed in one of the following student statuses:

1. Academic & Financial Aid Warning
2. Academic & Financial Aid Probation
3. Academic Dismissal

### **Academic and Financial Aid Warning**

Students who do not meet the minimum requirements for making Satisfactory Academic Progress at the time of evaluation are placed on Academic and Financial Aid Warning for the next semester/session. Students in this status are required to meet with their Faculty Advisor or Associate Dean to create an Academic Recovery Plan to ensure their success in their academic program. An ARP is an individualized plan which identifies the progress each student must make to return to Good Academic Standing. ARP's during Academic and Financial Aid Warning are written for one (1) session/semester.

Students will be given one (1) semester/session of attempted coursework to meet SAP requirements. All coursework attempted after the term during which the student did not meet satisfactory academic progress is counted as part of the Academic and Financial Aid Warning period. Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Warning. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting SAP and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

At the conclusion of the Academic and Financial Aid Warning period, students who do not meet

SAP requirements will be notified by the Registrar's Office. Any student wishing to continue their studies must submit the *SAP Petition for Reinstatement Form* and Academic Recovery Plan to the Registrar's Office.

### **Academic and Financial Aid Probation**

Students who have not met SAP standards following a term of Academic and Financial Aid Warning must appeal in order to complete one additional term of study on Academic and Financial Aid Probation. Probation will not be given automatically.

All coursework attempted after the term during which the student did not meet Satisfactory Academic Progress is counted as part of the Academic and Financial Aid Probation period. Students in this status are required to meet with their Faculty Advisor to revise the Academic Recovery Plan to ensure their success in their academic program.

Students who are otherwise eligible to receive Title IV financial aid are eligible to receive Title IV financial aid while on Academic and Financial Aid Probation if their appeal is approved. Students may be required to re-take coursework previously completed in order to increase the likelihood of successfully meeting SAP and/or graduation requirements. These requirements may affect the student's eligibility for financial aid funds.

**At the conclusion of the term of Academic and Financial Aid Probation, students who do not meet SAP requirements will be dismissed from the College. Dismissed students are not eligible to receive Title IV financial aid. Dismissed students should refer to the *Academic Dismissal Appeal policy*.**

### **Academic Dismissal**

A student is academically dismissed following the session/semester in which they were placed on Academic and Financial Aid Probation when the student does not meet all SAP requirements

Students who have been awarded financial aid or veterans' administration benefits for the coming semester are advised that academic dismissal carries with it the cancellation of any financial aid or benefits. Students who are reinstated may be reconsidered for financial aid at that time. However, reinstatement does not necessarily mean that financial aid will be available for that semester/session or any future semester/session.

### **Academic Dismissal Appeal**

Students who wish to appeal an academic dismissal must demonstrate both extraordinary circumstances explaining the unsatisfactory academic performance and a likelihood of success if allowed to continue at Pacific Oaks College.

Additionally, the appeal must include:

- A reasonable explanation for the student's academic performance to date, and any mitigating circumstances that are related to his/her performance;

- Reasonable evidence that the student has the ability to be successful in his/her academic program due to changed circumstances, experience, and/or successful completion of credits during the period of absence; and
- A plan for completion of the coursework required to meet SAP upon the student's return.

Students have a right to appeal within 14 days after being notified of their academic dismissal decision. Students will need to submit a [Re-Entry Form](#) and a petition that supports why they should be re-entered. Appeal decisions are based on relevant information that was not available at the time or if procedures were not followed per PO academic policies and guidelines. The appeal decision will be determined by the Academic Standards Committee (ASC). All decisions made by the ASC are final. Approved students will be readmitted in an Academic and Financial Aid Probation status.

### **Returning after Dismissal**

A student may apply for re-admission one year after the dismissal date. The student will need to submit a *Petition for Reinstatement Form*, an Admissions Application and any official transcripts from previously attended accredited institutions to the Office of Admissions. The Office of Admission Registrar Office will forward all documents to the Appeal Committee for review. All students who return after academic dismissal will be placed on probation for one semester/session and complete degree requirements from the current catalog. If the student is not able to meet SAP, then the student will be dismissed.

Dismissed students who re-apply to Pacific Oaks College must demonstrate a substantial likelihood of success if allowed to return.

The student must submit the following in support of a re-admission from dismissal status:

- Submitting a personal statement demonstrating how their circumstances have changed to allow them to succeed once they return to Pacific Oaks and their likelihood of success, if allowed to return to PO.
- Successful completion of coursework at another regionally accredited institution.
  - o Undergraduate dismissed students must complete a minimum of 12 transferrable units from a regionally accredited institution with a GPA of at least 2.50. Each course must be completed with a grade no lower than a "C."
  - o Graduate dismissed students must complete a minimum of 8 transferrable units with a GPA of at least 3.0. Each course must be completed with a grade no lower than a C.

Approved students will be readmitted in an Academic and Financial Aid Probation status. Verification of this information through an official transcript must accompany the petition for reinstatement. Prior to beginning course work elsewhere, it is recommended that students contact Academic Evaluations to review the course work they plan on taking outside Pacific Oaks College to ensure the courses fulfill the requirements set forth by the College. In accordance with the Schools' graduation requirements not all credits may be accepted in transfer upon a student's

return.

### Maximum time frame requirements for SAP

Undergraduate Programs	Full Time length of	Maximum time frame for	Part Time length of	Maximum timeframe for
B.A. Early Childhood Education	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Preliminary Multiple Subject Learner	3 years	5 years	5 years	6 years
B.A. Early Childhood Education w/Dual	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	Maximum time frame for	Part Time length of	Maximum timeframe for
M.A. Early Childhood Education	2 years	4 years	4 years	5 years
M.A. Education w/Preliminary Multiple	3 years	6 years	6 years	7 years
M.A. Education w/Preliminary Education	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	Part Time length of	Maximum time frame for
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 & Financial Aid Warning or Academic & Financial Aid

Probation (as applicable). Students may appeal this action per the guidelines outlined in the *Satisfactory Academic Progress policy*.

Undergraduate Programs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
B.A. Early Childhood Education	12	24	36	48	60	-	-	60
B.A. Early Childhood Education w/Preliminary	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
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
Preliminary Multiple Subject Credential	8	16	24	30	36	44	-	44
Preliminary Education Specialist Credential	8	16	24	30	36	44	50	50

## Leave of Absence

Pacific Oaks College encourages all students to complete their course of study in an expeditious manner. In extenuating circumstances, however, approved Leaves of Absence may be granted. A student considering a leave of absence should consult with his/her Faculty Advisor and the Financial Aid Office prior to petitioning. The request should be made prior to the start of the semester/session in which the student intends to take a Leave of Absence. A Leave of Absence will not be granted to a student on Academic & Financial Aid Warning or Academic & Financial Aid Probation.

The minimum requirements for a leave of absence are:

1. The student must be in good academic standing;
2. The petition must state clearly and completely the reasons for the leave;
3. Leave of Absence does not supersede the policy that all requirements for a degree

must be completed within the Maximum Timeframe requirement.

Leave of Absence (LOA) requests must be submitted to the Registrar's Office in writing prior to the Add/Drop deadline of the intended LOA semester/session. They must include the semester/session in which the student intends to return. Students may request an LOA for up to 1 semester/2 sessions per 12 month period (Fall, Spring, and Summer).

As outlined in the Department of Education Title IV regulations, a Leave of Absence may not exceed 180 days in any 12-month period. Student loan recipients who take an unapproved LOA may exhaust some or all of the grace period during the leave. Financial aid recipients interested in taking an LOA are strongly encouraged to contact the Office of Financial Aid to identify any specific financial aid complications that may result.

The LOA will be noted on the student's transcript for each approved semester/session until the student returns to school. A student who does not return from an LOA by the agreed upon semester/session will be administratively withdrawn from the institution. In order to return, administratively withdrawn students must request re-entry or re-admission. Please see the *Re-Admission and Re-Entry policies* for additional information.

## **Withdrawal from the College**

Students have the right to withdraw from enrollment at Pacific Oaks College at any time. Students are strongly advised to speak with the Academic, Student Services, Student Accounts, and Financial Aid departments prior to submitting a withdrawal request.

Withdrawal from Pacific Oaks College can occur in one of two ways, official (student- initiated) or administrative.

### **Official (student-initiated) Withdrawal:**

The official withdrawal process begins with the submission of the [Withdrawal Form](#) to the Registrar's Office. The form is available in the Registrar's Office as well as on the Pacific Oaks College [Registrar Forms website](#).

A student's withdrawal date is:

1. The date the student officially notified the institution through the [Withdrawal Form](#); or
2. Any earlier or later date that the institution documents as the last date of academically related activity by the student.

To complete the official withdraw process, the student should:

1. Complete an advising appointment with their assigned Student Advisor;
2. Submit the [Withdrawal Form](#) to the Registrar's Office
3. Complete the Exit Interview process through the Financial Aid Office; and
4. Reconcile any account balance with the Student Accounts Office

## **Administrative withdrawal:**

Pacific Oaks determines that a student is administratively withdrawn when he or she falls into one of the following categories:

1. Not meeting the requirement(s) for continuous enrollment
2. Billing or Financial Aid holds
3. Admissions Contingency holds
4. Not meeting the minimum attendance requirements
5. Non-return from Leave of Absence by student's indicated return date

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

1. The last day of the last session/semester attended; or
2. Any earlier or later date which the institution documents as the last date of academically related activity by the student

Withdrawal from Pacific Oaks College during any period of enrollment, whether official or administrative, may necessitate the return of federal financial aid and is subject to the Pacific Oaks College *Drop/Withdrawal Refund Schedule*. Students are responsible for any resulting balance owed to Pacific Oaks College. The College does not refund any fees to withdrawn students.

## **Admission to Class**

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

## **Class Cancellations**

Classes may be cancelled due to insufficient enrollment. In some cases, students may be able to replace a cancelled ground 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.

## **Independent Study**

Independent study is a course option available to all students. An independent study can be designed to meet several specific needs: elective or required courses for a specialization, and/or an opportunity for students to explore areas of human development and related topics on their own.

An [Independent Study Contract](#) details the objectives of the study as well as the faculty member enlisted by the student to be the faculty of record on the independent study. This contract must be submitted to the Registrar's Office 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. Independent studies traditionally consist of books (read and reported on), journals, data gathering (interviews), reflective processes, observation, fieldwork, writing, reporting, and presentations.

## 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 twelve (12) credits without being officially admitted. If the non-degree student formally applies for admission 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 current Catalog 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](#).

### Change of Name and/or Address

A change of name and/or address may be processed by completing a [Change of Student Information Form](#) located on the [Registrar's Office website](#). Name changes require supporting legal documents, including:

1. Marriage License
2. Divorce Decree Reinstating Maiden Name
3. Adoption Documents
4. Court Order
5. Valid Passport
6. Birth Certificate

Name changes cannot be processed through the student portal system. Such changes may be made by contacting the Registrar's Office.

### Application for Degree Conferral

Pacific Oaks College confers degrees six (6) times during the academic year. Please see the [Academic Calendar](#) for specific conferral application deadline dates. All degree requirements and contingencies, including but not limited to 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 a [Petition for Degree Completion Form](#) with the Registrar's

Office and pay the appropriate fee. If the student should fail to complete degree requirements by the intended graduation date, the student must submit a new [Petition for Degree Completion Form](#).

The Registrar's Office must receive all official transcripts to meet contingencies for all coursework leading to baccalaureate degrees by the last day of the semester/session of the student's anticipated conferral date.

International students are required to demonstrate final pre-requisite degree conferral. An international student who is conditionally admitted with proof of final degree conferral pending will be permitted until the start of the second term to provide required degree conferral documents.

### **Participation in Commencement**

A formal college commencement ceremony is held annually in the Spring semester. To participate in the commencement ceremony, students must submit a *Commencement RSVP form*. Students may only participate in commencement once per degree earned. Students may also opt out and choose to participate at a subsequent commencement.

The following students are eligible to participate in the annual Spring commencement ceremony:

1. Bachelor's and Master's degree students who met all their degree requirements at the end of the prior Summer or Fall semester/session;
2. Bachelor's and Master's Degree students who are candidates to complete their degree requirements by the end of the Spring semester/session. 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;
3. Students placed on Financial Aid & Academic Warning or Probation statuses must meet with their Faculty Advisor to be cleared to participate in commencement.

Requirements for participation in Commencement are not subject to appeal. Students completing degree requirements at the end of the following Summer semester/session may participate if they meet the following criteria:

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

### **Diplomas and Transcripts**

Diplomas are mailed out approximately six (6) to eight (8) weeks after the date of degree conferral. 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 that 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](#).

### **Transcripts of Academic Records**

Official transcripts are available for \$10 per transcript request. Please allow ten (10) business days for processing a college transcript. A rush college transcript may be requested for \$25. Please allow two (2) business days for rush 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 Form webpage](#) or in the Registrar's Ground Office at: Pacific Oaks College, 45 Eureka Street, Pasadena, CA 91103.

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

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.

# Student Rights and Responsibilities

---

## **Federal Educational Rights and Privacy Act (FERPA) Policy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the College and is in attendance. FERPA-protected rights include the following:

1. The right to inspect and review the student's education records within 45 days of the day Pacific Oaks receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. 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 and online.

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.

## **Academic Freedom**

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

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

## **Academic Integrity**

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

### **Violations**

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

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

### **Reporting and Review Process**

Upon learning of a possible violation of the *Academic Integrity policy*, the instructor will speak directly with the student about the alleged offense and impose an appropriate sanction (see Sanctions below) as detailed in the class syllabus. The instructor may consult with the Program Director 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.

For serious, flagrant, or repeat cases of academic integrity violations, 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 academic integrity violations. 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. Upon receipt of the report of a serious, flagrant, or repeated case of academic integrity violations, the Associate Vice President of Student Services will initiate proceedings in accordance with the Student Conduct and Disciplinary Policies below.

## **Sanctions**

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

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

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

## **Student Conduct and Disciplinary Policies**

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

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

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

- Any violation of Pacific Oaks Policy as outlined in this Catalog & Student Handbook.
- Unlawful possession, use, sale, or distribution of drugs.
- Being under the influence of non-prescription drugs or alcohol.
- Inappropriate sexual conduct.
- Exhibiting 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.

### **Students Standards Committee Objectives**

The objective of the committee is to provide an impartial review of incidents when the student code of conduct is violated, to provide students with an impartial review of reported incidents, to facilitate opportunity for growth, and to serve as a preventative measure to discourage behaviors that violate the student standards of conduct.

### **Committee Composition**

The SSC will be primarily composed of faculty representatives from each of the three schools, a student representative (i.e., SGA member), and a Student Affairs officer. The committee shall not include members from CARE, Student Advisors, the President, or the Dean of Academic Affairs. There shall be the following five positions to fill:

- Student Affairs Officer
- One Faculty Representative from Each School (including Committee Chair)
- Student Representative

## **Procedures for Reviewing and Deciding Alleged Violations of the Student Code of Conduct**

The AVP of Student Services shall review the complaint within ten (10) business days of receiving the complaint and supporting documentation, to determine whether or not there is sufficient evidence to charge a student with a violation of the Student Standards of Conduct/Student Responsibilities as outlined in the Academic Catalog and Student Handbook. The complaint must generally be filed the same semester as the academic department became aware of the occurrence of the alleged violation, or within a reasonable time thereafter.

If there is sufficient evidence to charge a student with a violation of the Student Code of Conduct, the AVP of Student Services will notify the student of the charge and refer the matter to the Student Standards Committee for review and a hearing in accordance with this policy.

### **If Student Admits Culpability:**

If the student admits culpability, the AVP of Student Services shall forward the case along with supporting documentation to the Student Standards Committee, to determine what sanctions should be applied to the student. Sanctions can range from reprimand to suspension or dismissal from the College (See Sanctions in the Academic Catalog & Student Handbook).

### **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. **Ineligibility for Graduation and Commencement Exercises.** A student who is eligible for graduation will be prohibited from graduating until the case has been decided and sanctions completed.
4. **Suspension from Pacific Oaks** is defined as separation of the student from the college for a specific period of time.
5. **Dismissal from Pacific Oaks.** Permanent separation of the student from Pacific Oaks barring the student from the premises. Notification will appear on the student's official transcript
6. **Other Sanctions commensurate with the facts of the case.**

Upon receipt of a referral by the AVP of Student Services, the Student Standards Committee will schedule a hearing to occur within a reasonable amount of time, not to exceed 20 business days after the AVP of Student Services makes the referral.

### **Frequency of Student Standards Committee Meetings**

The committee shall determine a recurring schedule of meetings to review reported incidents. The SSC will take reasonable efforts to deliberate each case in a timely manner (i.e., within 20 business days after the date of the AVP of Student Services' referral).

- 1) The student will receive advance notice of the date time, and place of an initial hearing in a manner appropriate as decided by the Chair of the Committee
- 2) The student will receive a statement of the alleged Student Standards Code violations
- 3) The student will be informed of the rights afforded the student including:
  - a) Adequate time to prepare for the hearing;
  - b) The opportunity to respond to the allegation in writing and verbally, and to present supporting information;
  - c) Documentation submitted to the AVP of Student Services 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 provided to the Student Standards Committee, with a copy to the opposing party, in advance of or up to the close of the hearing.
- 4) A sanction may be levied if it is determined that the student committed the violation:

**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. **Ineligibility for Graduation and Commencement Exercises.** A student who is eligible for graduation will be prohibited from graduating until the case has been decided and sanctions completed.
  4. **Suspension from Pacific Oaks** is defined as separation of the student from the college for a specific period of time.
  5. **Dismissal from Pacific Oaks.** Permanent separation of the student from Pacific Oaks barring the student from the premises. Notification will appear on the student's official transcript
  6. **Other Sanctions commensurate with the facts of the case.**
- 5) The committee reserves the right to utilize additional remediation and other resources as deemed necessary and/or appropriate.

**Committee Hearing Procedures**

Upon careful review and the completion of all fact-finding, questioning, and presentations, the committee will deliberate the case. Such deliberations are restricted to members of the

committee who have not been disqualified for any reason.

1) The student may request the presence of a person, who will support the student while the student is bearing witness, but may not speak or participate directly in the hearing. The support person must be a member of the campus community (student, faculty member, Academic Advisor, etc.) who has been approved by the Committee Chair.

2) Hearings will be private except for the presence of the student and the support person if the student so chooses. The student may challenge a member of the hearing panel for personal bias. Committee Chair, 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 Committee Chair or designee, the committee will determine whether or not there is a basis for the challenge and, if basis is found, the Dean of Academic Affairs or Designee shall designate a replacement for the Committee Chair.

3) The committee will exert control over the hearing to avoid needless consumption of time. A person disrupting the hearing may be removed at the discretion of the committee.

4) The burden of proof is on the accuser, who must establish the responsibility of the student in the alleged incident of misconduct by a preponderance of the evidence.

5) Formal rules of evidence and discovery, as in criminal or civil judicial proceedings, shall not be applicable in disciplinary hearings under this Code.

6) The 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.

7) If the accused is found not culpable, the case is closed. If the accused is found culpable based upon a preponderance of the evidence, the committee will impose appropriate sanction(s).

If the committee concludes that the allegation(s) are substantiated, it will determine the outcome/sanctions of the case. Appropriate sanctions will be determined by the committee and can range from a written warning, a warning accompanied with a personal development plan, or to dismissal from the College. A decision will be communicated to the student within ten (10) business days, after the hearing has taken place.

Conduct that involves a potential violation of POC's policy on sexual misconduct will be addressed in accordance with the institution's obligations under Title IX and Campus SaVE. For detailed information regarding the procedures administered in response to complaints of sexual misconduct, please refer to POC's Policy on Sexual Misconduct, which can be found in full on the College's Campus Safety and Sexual Misconduct webpage.

### **Appeal of Disciplinary Decisions**

Students may appeal decisions of the SCC. A student who wishes to appeal a disciplinary action

must submit a written request for appeal to the Dean of Academic Affairs or designee within ten (10) business days of being notified of the decision. This written request must include:

1. A specific statement of the decision that the student wishes to appeal;
2. The action the student wishes the Dean of Academic Affairs or Designee to take;
3. All information that the student wishes the Dean of Academic Affairs or Designee to take into account in his/her consideration of the appeal; and
4. A statement of the student's views as to how this information justifies the appeal.

The appeals process is not an opportunity for the student to have his or her case reconsidered merely because of the student disagrees with the decision of committee. Rather, all appeals must be based on one or more of the following:

- New relevant information which becomes available after the time of the committee hearing; or
- Evidence of improper procedure or lack of due process

Any appeal must be presented in writing and filed with the Dean of Academic Affairs or Designee with ten (10) business days after the written notification of the decision/sanction of the committee has been presented. 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.

If, in the opinion of the Dean of Academic Affairs or Designee, the request for an appeal is clearly without merit or does not meet the requirements set forth above, the Dean of Academic Affairs or Designee will reject the appeal and the decision of the committee will stand as the final decision of the school.

If, in the judgment of the Dean of Academic Affairs or Designee the appeal is properly constituted, the Dean of Academic Affairs or Designee will render his/her decision on the substance of the appeal within ten (10) business days and so notify the student in writing with a copy sent to the committee chair, faculty advisor, School Director/Lead Faculty or designee, campus student affairs officer, student advisor, and will be filed in the student's record. This policy is not to be used in substitution for the Grade Appeal Process or the Grievance Process where applicable.

### **Exceptional Procedures**

The 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 grievants who are enrolled as Pacific Oaks students, or who are participating in a Pacific Oaks-sponsored Educational event, at the time of the incident being grieved. The person filing the grievance must be the alleged victim of unfair treatment; a grievance cannot be filed on behalf of another person. The existence of this procedure does not bar grievant from also filing claims in other forums to the extent permitted by state or federal law.

The formal resolution process described below must be initiated within forty five (45) business days of the decision, action, or events giving rise to the grievance. This time limit may be extended by the 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. If the respondent is the Associate Vice President of Student Services, the grievance process shall be administered by the President or designee.

The grievance must:

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

If it is clear on the face of the written grievance that the grievance has not been filed within the time limit, or pertains to a matter not grievable under this procedure, or is from a person without grievance rights under this grievance, 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, the Dean of Academic Affairs shall appoint the committee members and oversee administration of the grievance process. Committee members shall have no personal interest in the outcome of the 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, which will be distributed to the chair. The chair will also instruct the parties that they have ten (10) business days to provide each other and the committee with (i) copies of any documents they wish to rely upon and (ii) a list of witnesses that each party 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.
4. Prospective witnesses will be excluded from the grievance hearing except during the time of their testimony.
5. If the grievant or respondent has good cause to believe that a given member of the ad hoc committee is unable to be impartial, the grievant or respondent may request that the AVP of Student Services disqualify that member. Such a disqualification shall be granted only upon the demonstration of sufficient reason.
6. A person disrupting the hearing may be removed at the discretion of the committee.
7. The burden is on the grievant to establish by a preponderance of the evidence that the grievant has experienced an injury that would entitle the grievant to relief and that such injury is remediable.

#### Step four:

The committee shall deliberate and reach a decision on the grievance in closed session. Deliberations are not tape recorded or transcribed. The decision must be based solely on material presented in the grievance. The committee should be careful not to substitute its judgment for that of the respondent(s). Rather, the committee should decide if the decision being grieved was the result of a misapplication or misinterpretation of Pacific Oaks policies, regulations, or rules or a violation of state or federal law. The 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 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.

**External Complaint**

A student is expected to follow the internal complaint procedures above, before complaining to an external agency. A student who utilized the internal procedure and who is not satisfied with the outcome may wish to raise the issue with the relevant state licensing agency under which the institution operates.

State*	Agency Name & Contact Information
Alaska	Alaska Commission on Postsecondary Education <a href="http://acpe.alaska.gov/ABOUT_US/Consumer_Protection">http://acpe.alaska.gov/ABOUT_US/Consumer_Protection</a>
California	An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <a href="http://www.bppe.ca.gov">http://www.bppe.ca.gov</a> , Phone (916) 431-6924, Fax (916) 263-1897.
Maryland	Maryland Higher Education Commission

	<a href="http://mhec.maryland.gov/highered/acadaff/mhecstudentcomplaintprocess.pdf">http://mhec.maryland.gov/highered/acadaff/mhecstudentcomplaintprocess.pdf</a>
Pennsylvania	Pennsylvania Department of Education – Postsecondary and Adult Education <a href="http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#.Vc0J4vVhBd">http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#.Vc0J4vVhBd</a>
Utah	Utah Department of Commerce, Division of Consumer Protection <a href="http://www.dcp.utah.gov/complaints/index.html">http://www.dcp.utah.gov/complaints/index.html</a>

*\*The student is advised to find the state of residence. If the state of residence is not listed, the state in which the home campus is located should be selected.*

An unresolved grievance may also be directed to the Western Association of Colleges and Schools, Senior College and University Commission (WSCUC). WSCUC requires that a complainant attempt to resolve the underlying grievance with the institution prior to filing a complaint. The Commission’s complaint procedures are for the purpose of addressing significant non-compliance with the Standards of Accreditation and Commission policies. Thus, WSCUC will not interpose itself as an adjudicatory or grievance-resolving body in individual matters including admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, or collective bargaining, faculty or staff appointments, promotion, tenure, contractual rights and obligations, and dismissals or similar matters.

The Commission’s staff will investigate a complaint in order to determine whether it appears that a Commission Standard or Policy was violated and, if such is the case, it will take appropriate action within the range of options that are available to it under Commission Standards and Policies. The complaint form and process can be found under “Directory” at [www.wascsenior.org](http://www.wascsenior.org). Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Phone: (510) 748-9001.

## **Disability Support Services**

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require that reasonable accommodations be provided to all qualified students with disabilities in all programs and activities within the control of the institution, provided such accommodations would not impose an undue burden on the school and/or fundamentally alter the nature of the service, program, or activity provided. Determination of reasonable accommodations and compliance with ADA and Rehabilitation Act for students are managed by campus administration. No student shall be retaliated against for seeking accommodation under this policy.

Pacific Oaks College is committed to providing qualified students with disabilities equal access to

academic courses, programs, and school activities.

Students with disabilities have the right to:

- Equal access to courses, programs, services, on-campus jobs, and activities offered by the school;
- Equal opportunity to learn and receive reasonable accommodations, academic adjustments and/or auxiliary aids and services to ensure that they have the opportunity to succeed equal to that of all other students at the school;
- Confidentiality of information regarding their disability as applicable laws allow;
- Self-determine who will receive student-released, disability-related materials and information within and outside the school; and
- All rights and privileges available to other students at Pacific Oaks College.

Students with disabilities have the responsibility to:

- Meet qualifications and maintain essential institutional standards for courses, programs, services, and activities;
- Self-identify as an individual with a disability when an accommodation is needed and to seek information, counsel, and assistance as necessary in a timely manner;
- Provide current documentation at their own expense from a qualified professional that reflects the student's current disability status, and how the disability limits participation in courses, programs, services, and activities;
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services;
- Immediately report any problems or concerns associated with granted accommodations;
- Provide updated information to the CARE Director should his/her needs change; and
- Provide for his/her own independent living needs or other personal needs related to a disability (i.e., personal care attendants).

A student with a documented disability may request reasonable accommodations by contacting the CARE Director at (626) 529-8260. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested.

Pacific Oaks reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation.

#### Accommodation Request for Study Abroad

Student requesting accommodation for study abroad courses must provide additional documentation for accommodation consideration. Students with accommodation requests should contact the CARE Director at (626) 529-8260 prior to applying for study abroad.

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.

#### Prohibition of Discrimination, Harassment, and Retaliation

POC acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus affirms its policy of compliance with all applicable laws and directives that promulgate nondiscrimination and equality of opportunity through affirmative action. POC prohibits discrimination and harassment against its employees, students, and applicants based on race, sex, sexual orientation, gender identity, religion, age, national origin or ancestry, disability, marital or parental status, arrest record, military discharge status, or any other impermissible reason. POC prohibits behaviors that include but are not limited to any unwelcome, deliberate or repeated unsolicited verbal, physical, visual, or sexual contact, or solicitations of favors that are offensive, abusive, intimidating, hostile, denigrating, or demeaning.

Harassment can take many different forms. Examples of verbal harassment include derogatory comments, slurs, accusations, or stereotyping. Physical harassment examples include assault, impeding movement, or any physical interference with normal work, or movement directed at an individual, as well as visual forms including cartoons, drawings, graphic materials, or derogatory posters.

## **Reporting Complaints of Discrimination**

### **Complaints of Discrimination, Harassment, and/or Retaliation on the Basis of Sex, Sexual Orientation, or Gender Identity**

A student who believes he/she has been subject to unlawful discrimination, harassment or retaliation on the basis of sex, sexual orientation, or gender identity, should report complaints in

accordance with POC's [Sexual Misconduct Policy](#) below, which covers sexual harassment and sexual violence. Acts of Sexual Misconduct are forms of sex discrimination.

See the [Sexual Misconduct Policy](#) or refer to the following section, "Sexual Misconduct Policy" for more information.

For the full [Sexual Misconduct Policy](#) as well as additional resources, please visit our [Campus Safety & Security webpage](#).

### **Complaints of Discrimination, Harassment and/or Retaliation on Other Bases**

A student who believes he/she has been subject to unlawful discrimination, harassment or retaliation (other than those related to sex/gender as described immediately above), whether by faculty members, employees, legal training supervisors, visitors, or other students, should bring the issue to the **immediate** attention of the Associate Vice President of Student Services. Although preparation of a written complaint is encouraged, it is not required. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

When the Associate Vice President of Student Services receives a complaint of unlawful discrimination, harassment or retaliation, POC will take prompt and appropriate action. If the complaint cannot be resolved informally (where appropriate), POC will undertake an effective, thorough, and objective investigation of the discrimination, harassment, and/or retaliation allegations. Complaints and investigations will be handled on a confidential basis, to the extent possible, with due regard for the rights of the Complainant and the Respondent. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

If POC determines that unlawful discrimination, harassment, or retaliation has occurred, effective remedial action will be taken in accordance with the circumstances of the incident. Appropriate action will also be taken to deter any future unlawful discrimination, harassment, or retaliation. Individuals who violate this policy will be subject to disciplinary action, up to and including removal from the institution.

POC also bars retaliation against an employee, student, or applicant who files a good faith complaint of discrimination/harassment or otherwise participates in an investigation relating to the same.

## **Sexual Misconduct Policy**

*\*The text below is adapted from POC's Policy on Sexual Misconduct. For the full Policy on Sexual Misconduct as well as additional resources, please visit our [Campus Safety & Security webpage](#).*

POC is committed to creating and maintaining a safe learning and working environment that is free of unlawful discrimination, harassment, exploitation, or intimidation. As such, POC prohibits sexual misconduct in all forms, including but not limited to sexual harassment and sexual violence. POC will respond promptly and effectively to reports of sexual misconduct, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior in violation of its Policy on Sexual Misconduct.

The Policy on Sexual Misconduct applies to all POC employees, students, and other POC Community Members, regardless of gender/gender identity and sexual orientation, for sexual

misconduct occurring on POC's campuses or in connection with its educational programs, activities, and services, or that puts POC Community Members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

POC also bars retaliation against any employee, student, or applicant who files a good faith report of sexual misconduct or otherwise participates in an investigation relating to the same.

**Sexual Misconduct Offenses include, but are not limited to:**

- Sexual Harassment
- Sexual Assault
- Sexual Violence
- Sexual Exploitation
- Domestic and/or Dating Violence
- Stalking

**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.

**Reporting Sexual Misconduct**

Sexual misconduct is a threat to the entire College community. Members from the College community are strongly encouraged to report all incidents that threaten a student's continued well-being, safety, or security. Complaints from any member of the College community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, a student or students may be reported to:

**Making a Report to Law Enforcement**

POC encourages community members who have experienced sexual misconduct to immediately

report the incident to the local police department or another area law enforcement agency.

Reporting of sexual assault, domestic violence, dating violence, and stalking to the police does not commit the Complainant to further legal action. However, the earlier an incident is reported, the easier it will be for the police to investigate if the Complainant decides to proceed with criminal charges. Early reporting makes it more likely that the police will be able to gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful victim/witness services.

### **Making a Report to POC**

Complainants are also encouraged to report incident(s) of sexual misconduct to POC's Title IX Coordinator

#### **Director of Human Resources**

Carolyn Mathis

45 Eureka Street, Pasadena, California 91103

Phone: (626) 529-8437

E-mail: [cmathis@pacificoaks.edu](mailto:cmathis@pacificoaks.edu)

Complainants are not required to report to area law enforcement to receive assistance from or pursue any options within POC.

The Title IX Coordinator will provide a Complainant with information about available support services and resources, and also assist the Complainant in notifying law enforcement, including the local police, if the Complainant elects to do so.

If a Complainant discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, POC must weigh that request against POC's obligation to provide a safe, non-discriminatory environment for all students, including the Complainant.

### **Procedures When Sexual Misconduct is Reported to POC**

Upon receiving a report of sexual misconduct, POC will respond by providing the Complainant with supportive resources and interim interventions (where appropriate) and conducting a prompt, fair, and impartial investigation by a trained official. The response and investigation procedures are designed to provide a supportive process for those who report sexual misconduct as well as fairness and due process for the individual being accused.

POC recognizes that in certain circumstances, informal resolution of a report of sexual misconduct may be beneficial to the Complainant, the Respondent, other involved persons (the Reporting Party, Witnesses), and/or the POC Community at large. Whether a report of sexual misconduct is appropriate for informal resolution is within the discretion of the Title IX Coordinator, except that reports of sexual assault are never appropriate for informal resolution.

When the Title IX Coordinator determines that informal resolution is not appropriate or formal resolution is requested by either the Complainant or Respondent, POC will launch an

investigation.

Once the Title IX Coordinator determines that a formal investigation is appropriate, POC will conduct a thorough and impartial investigation by an individual who has been trained to investigate reports of sexual misconduct. (This may be the Title IX Coordinator, Deputy Title IX Coordinator, or other designee approved by the President.)

Typically, investigation into reports of sexual misconduct will include a period of fact-finding led by the Title IX Coordinator, during which time the Complainant, Respondent, and other relevant persons will be given the opportunity to participate in the investigation by sharing information with the Title IX Coordinator. Persons participating in an investigation will have the opportunity to submit a written statement, provide supporting materials, and identify witnesses.

POC investigates reports of sexual misconduct independently of local law enforcement. In investigating and determining whether a violation of this policy has occurred, the Title IX Coordinator will utilize the “preponderance of the evidence” standard of proof. This means that Title IX Coordinator will determine whether it is “more likely that not” that sexual misconduct occurred.

Both parties to a complaint of sexual misconduct will be updated as to the status of the investigation and related proceedings as necessary, or upon request.

Once the Title IX Coordinator has concluded the investigation, POC will simultaneously issue the written findings to both the Complainant and the Respondent.

### **Sanctions for Violations of POC’s Policy on Sexual Misconduct**

Upon finding that sexual misconduct occurred, the Title IX Coordinator will commence the sanctioning process for review and determination of appropriate sanctions.

In addition to sanctions, the Title IX Coordinator may also recommend that POC or particular POC Community Members adopt additional measures to remediate and/or prevent further conduct in violation of this policy.

POC’s sanctions process is intended to provide an equitable process to both the Complainant and Respondent, demonstrating promptness, fairness, and impartiality.

Sanctions against students may include, but are not limited to the following:

- Formal written warning;
- Professional Improvement Plan;
- No contact order pertaining to certain POC Community Members or physical locations;
- Removal from specific courses or institutional activities; and/or
- Dismissal.

In addition, further protections for the Complainant may be available.

*For the full Policy on Sexual Misconduct as well as additional resources, please visit our Campus*

## **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.

## **Institutional Authority and Local, State, and Federal Penalties**

When students violate College regulations, they are subject to disciplinary action by the College, whether or not their conduct violates local, state, or federal laws. By committing an act of misconduct, a student or organization may be subject to disciplinary action by the College. Conduct regulations apply to misconduct only when the conduct adversely affects some distinct and clear interest of the College academic community. Students who act in concert to violate College regulations, or students who advise or incite to violate College regulations, are also responsible for such violations.

When students violate local, state, or federal law(s), they may incur penalties as determined by local, state, or federal authorities. Institutional actions shall not be used to duplicate functions of general laws, but when the alleged violation of the law also adversely affects the orderly operation of the College, the College may enforce its own regulations regardless of any federal, state, or local legal proceedings or dispositions. College action will be initiated only when the institution's interest as an academic community is clearly involved.

## **Student Resources and Support**

### **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 a Faculty Advisor upon admission who counsels them on their academic program, provides support, and monitors their academic progress in their respective program. Students are required to contact their Faculty Advisor regularly to review their academic progress and standing. Students wishing to change their Faculty Advisor should consult with their School Associate Dean. Not all change requests are granted.

### **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) 529-8260 or [CARE\\_Office@pacificoaks.edu](mailto: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.

## **Library**

Tel: (626) 529-8451

Email: [library@pacificoaks.edu](mailto:library@pacificoaks.edu)

Website: [http://tcsedsystem.libguides.com/POC\\_Library](http://tcsedsystem.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. Patrons cannot transfer their circulation privileges to family or friends. The library will only loan materials to students, staff, faculty and alumni with valid Pacific Oaks ID.

### **Expiration and Renewal of Library Privileges**

Withdrawn, dropped, dismissed or inactive students may experience a suspension of library services until 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. Costs associated with return are incurred by the borrower.

### **Library Fines & Fees**

Library late fees for books accrue daily. Separate fees for books vs. other materials may apply. Fines for reserve materials are assessed for each day an item's return is delayed. Fees are additionally assessed on a per-item basis. For a current schedule of fees, please consult the Library's website or the Catalog's *Financial Aid & Student Accounts section* for further clarification.

Lost, damaged, or defaced items incur fees equal to the cost of replacement plus a \$20 materials processing fee. All fines/fees are assessed to the patron's student account: the Library does not accept direct payment for charges. Questions regarding Library charges may be answered via the

Library's website or by phone/in person at the Circulation Desk. Unpaid Library fines/fees may result in temporary suspension or permanent disbarment.

### **Notices**

The Library provides email notices to patrons with valid PO issued email addresses on file, however, this is a courtesy and borrowers are responsible for return of materials, even if notices are not received. The Library's policy 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 are not scheduled for other teaching or reference activities.

The goal of the academic reference transaction is to impart retrieval skills to patrons so that they may access material on their own. Library reference staff will not provide print outs of materials encountered during the reference transaction. Librarians who provide reference service do not supply answers to students' assignments, do students' research, or compile bibliographies of information sources, and they typically refer patrons to the IT department concerning computer hardware and software questions.

### **Research Resources**

Each student is afforded personal login credentials that allow access to the college's academic databases. Among its more notable database selections are EBSCO's Academic Search Complete, PsycArticles, PsycBooks, PsycInfo, PsyCritique, Mental Measurements Yearbook, the PEP Archive, ProQuest Theses & Dissertations, as well as a host of other repositories. Library staff strongly encourages students to become familiar with these databases immediately upon admission. It is unwise to wait until an impending research due date looms near: students are advised to begin exploring research resources before course assignments are distributed.

### **Statement on Appropriate Use of Electronic Resources**

Pacific Oaks complies with all state and federal laws that apply to internet use and/or utilization of electronic resources. Additionally, database or other software vendor

restrictions, limitations and conditions are upheld and enforced. Library patrons are prohibited from:

1. Sharing passwords, login Credentials or other access-granting information
2. Publishing restricted information to the internet as a private individual or a Pacific Oaks community member
3. Distributing via its networks or posting copyrighted information without expressed permission from copyright/distribution/intellectual property right holders
4. Using the Library's systems or networks to explore/browse/download inappropriate content
5. Using the Library's systems or networks to download materials unrelated to Education at Pacific Oaks (personal use)
6. Using the Library's systems or networks to harass, embarrass, stalk others or attempt to engage others via continued, expressed unwanted contact
7. Using the Library's systems or networks for commercial purposes or personal, financial gain
8. Engaging in activities which violate state or federal law
9. Engaging in activities which violate any of Pacific Oaks College's existing policies

Violation of any of these conditions may result in termination of Library privileges. Additional guidelines for use of computers and networks exist within the college's computer resource and technology use policies.

### **Collection Development, Acquisitions Criteria and Academic Freedom**

The Library's *Collection Development, Acquisitions Criteria, and Academic Freedom* policies are available via the *Library's website*. The Library encourages the Pacific Oaks Community to be familiar with these policies as they provide an understanding of the academic environment under which the Library operates.

### **Copyright Policies**

#### *Digital Millennium Copyright Act (DMCA) Notification and Response Plan*

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), Pacific Oaks developed a policy 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.

## **Student Health and Wellness**

### **Health Insurance Portability and Accountability Act (HIPPA)**

Pacific Oaks complies with all laws that govern employee and students’ medical records, their review and their dissemination. Pacific Oaks College and Children’s School will not require individuals to waive their health privacy rights as a condition for treatment, payment, enrollment in the health plan, and/or eligibility for benefits. Pacific Oaks College and Children’s School will not intimidate, threaten, coerce, discriminate against, or take other retaliatory action against an individual for exercising health privacy rights.

### **Student Health Insurance**

#### **Domestic Students**

The ability to receive adequate services in the event of sickness or injury is critically important to the overall academic experience. Students attending Pacific Oaks College are encouraged to evaluate their current health insurance needs and determine their needs for insurance coverage based on local, state, and federal requirements.

Health insurance options and resources are available to students from independent providers. Information to insurance providers can be found 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.

### **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.

## **Alcohol and Drug-Free Environment**

In compliance with the Drug Free Schools and Communities Act (DFSCA) of 1986 as amended in 1989, Pacific Oaks College explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on school premises or as part of any of its activities. In addition, the school prohibits the misuse of legal drugs including alcohol.

### **General State Laws of Alcohol Possession and Consumption**

Individuals younger than 21 years old may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone less than 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

### **Sanctions to Be Imposed on Students Who Violate Regulations and Policies**

An individual who is determined to be impaired (impaired meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) while on Pacific Oaks property is guilty of a major violation of institution policy and is subject to severe disciplinary action, which can include suspension, dismissal, termination, or other penalty deemed to be appropriate under the circumstance.

The following sanctions may be imposed against a student found to violate the Drug & Alcohol Policy:

1. Warning – Oral warning to the 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 on the [CARE webpage](#).

## Physical Facilities

---

### **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. Please see the [Campus Safety & Security webpage](#) for additional information.

### **Access to Campus Buildings/Unauthorized Entry**

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

### **Student Identification Card Policy**

New students should have their photos submitted along with the SMART Card ID form prior to the start of New Student Orientation or have their photo taken for a Pacific Oaks Student Identification Card at the New Student Orientation prior to the start of the semester/session. 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 provide photo identification (driver's license, passport, etc.) to receive their student ID card. 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 below. The cost for ID cards is included in college fees. There is a replacement fee for lost or stolen cards.

## Reporting of Crimes

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.

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. In addition to the information provided below, Pacific Oaks also places important safety and security information on the [Campus Safety & Security webpage](#).

## 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 [Consumer Disclosures webpage](#).

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.

### **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 [Consumer Disclosures webpage](#).

### **Emergency Response and Evacuation Procedures**

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

Information regarding Pacific Oaks emergency response and evacuation procedures can be found in the 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.

### **Reservation of Facilities**

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

Pacific Oaks College and Children's School facilities are not available for public events, events catering to the 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.

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 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.

### **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

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.

### **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.

## **Information Technology Policies**

To take full advantage of the technology resources available at Pacific Oaks College, students are required to have regular access to a computer that meets the minimum specifications. You can find the minimum specifications at [www.pacificoaks.edu/Online\\_Learning/Technical Requirements](http://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

### **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 its computing, learning, and associated network facilities are not to be used for personal business, commercial, or non-Pacific-Oaks-related purposes without written authorization from Pacific Oaks. In any dispute as to whether work carried out in any of these areas is internal, the decision of the IT Director or the area Custodian shall be final.
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. Computer Harassment:

Pacific Oaks policy prohibits sexual and discriminatory harassment. Pacific Oaks' computing, learning and networking facilities are not to be used to libel, slander, or harass any other person. The following constitute examples of Computer Harassment:

- a. Intentionally using the computer to annoy, harass, terrify, intimidate, threaten, offend or bother another 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.

## **User Indemnity**

Users agree to indemnify Pacific Oaks for any loss or damage arising out of improper or misuse of equipment, computer, or work system during normal usage.

## **Electronic devices policy**

Cellular phones, pagers, and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, or within any Pacific Oaks owned or operated facility. (Use of 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.

## **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 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.
7. An example of a valid and secure pass phrase might be Tqbf^0t1D, which is based on the old typing practice sentence "The Quick Brown Fox Jumped Over the Lazy Dog!"
  8. Using lines from a childhood verse, Yankee Doodle went to town becomes Ydw2~tw
  9. A food disliked during childhood becomes "r1c&ra1P" for rice and raisin putting

### **Password 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.

### **Password Administration**

The Office of Information Technology regularly schedules tests to validate password domain policies to verify the policy is adhered to and maintained by the primary network domain server.

1. When applicable it is recommended that new or changed passwords be issued in person and in writing and only to the identified user.
2. When a password is issued electronically encryption policies should be adhered to.

### **Standards and Guidelines for Desktop/Laptop Computers Hardware Security**

Secure Desktop/Laptops in public areas. Equipment located in publicly accessible areas or rooms that cannot be locked should be fastened down by a cable lock system or enclosed in a lockable computer equipment unit or case.

Secure hard disks. External hard disks should be secured against access, tampering, or removal. Locate computers away from environmental hazards.

### **Data and Software Availability**

1. Back up and store important records and programs 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.

## **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](#).

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.

### **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.

### **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.

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

### **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.

### **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:

2. Check all files downloaded from the Internet. Avoid downloading shareware files.
3. 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).
4. Choose passwords with great care to prevent unauthorized use of files on networks or other personal computers and change them frequently.
5. Always BACK-UP your important files to your assigned network account.
6. Use (where appropriate) encrypting/decrypting and authentication services to send confidential information over a Pacific Oaks network.
7. Never store Pacific Oaks passwords or any other confidential data or information on your laptop or home PC or sticks, external hard drives, DVDs, or CDs. All such information should be secured after any dialup or remote connection to the Pacific Oaks network.

Student Laboratory and Network Code of Practice The Pacific Oaks College and Children's School provides access for students to the Pacific Oaks Network for academic, research or study purposes only. The Network is a valuable but limited resource, which must be shared with others. It is the student's responsibility to use the facilities in an efficient, ethical, legal and responsible manner, in accordance with the "Code of Practice in the Use of Computing, Learning and Network Facilities," "Appropriate and Reasonable Use of Electronic Mail," and the Appropriate Behavior Policy specified below. Grossly improper behavior may be grounds for termination of your access or subject to other penalties and/or restrictions, which could include disciplinary actions.

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

### **Appropriate Behavior**

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

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

## Cyber-Bullying Policy

Pacific Oaks College is committed to providing a positive learning environment for all of its students. Harassment, intimidation, the intentional annoyance of others, or any other cyber-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.

Phone call bullying via mobile phones: involves stealing someone's phone and then using it to harass others, either by making silent calls, leaving abusive messages, or disguising their numbers by using someone else's phone to avoid identification.

- Email bullying: involves using e-mails to send bullying or threatening messages. This may be done using someone else's number or a pseudonym for anonymity.
- Picture/video clip bullying via phone cameras: involves the use of pictures or video clips to make an individual feel threatened or embarrassed. "Happy Slapping" involves filming and sharing physical attacks.
- Chat room bullying: may involve sending menacing or upsetting responses to people when they are in a web based chat room.
- Bullying through instant messaging: an internet based form of bullying in which individuals are sent unpleasant messages as they conduct real time conversations online.
- Bullying through blogs: involves the use of defamatory statements on blogs of a website.

### Reduce the Risk of Cyber-Bullying?

Students are expected to comply with the following when using Pacific Oaks College computing resources:

- Limit communications through the internet and email to content related to learning.
- Keep passwords confidential and change them when prompted or when known by another user.
- Log off at the end of each session to ensure that no one else can use their account.
- Promptly report if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable. Keep personal information including names, addresses, photographs, credit cards and telephone numbers of themselves and/or others private.
- Avoid using the electronic identity of another person to send messages to others or for any other purposes.
- Do not take photos or videos of other members of the College community without their consent.
- Do not send emails or other messages that:
  - Were sent to you in confidence

- Contain a computer virus or attachment that is capable of damaging a recipients computer
- Is a chain letter
- Include hoax emails
- Contain unlawful or unacceptable material or remarks, including offensive, abusive or discriminatory comments
- Include sexually explicit or sexually suggestive material or correspondence
- Include false or defamatory information about a person or organization
- Include the College name or logo without the written permission of the Office of the President

Students must not send threatening, bullying or harassing material.

### **Procedure in the Event of Cyber-Bullying**

Any threat of violence, instance of cyber-bullying or electronic harassment must be reported to a senior staff member at the College. A prompt investigation will be initiated by the CARE office. The investigation will follow Grievance Procedures outlined in the Catalog.

\* After the investigation is conducted, students or employees found to have engaged in cyber-bullying will be disciplined in accordance with the applicable student handbook or employee manual.

For more information on cyber-bullying, visit [www.antibullying.net](http://www.antibullying.net).

# Academic Programs

---

## **School of Human Development**

### **Philosophy**

The School of Human Development exists to foster individual growth and prepare students to become responsible and effective child and family/human service professionals and thought leaders 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**

#### **Bachelor of Arts in Human Development**

### **Locations**

Pasadena, Online

### **Instructional Sites**

Bay Area\*, Chico\*, Sacramento\*, Santa Cruz\*, Salinas\*, Visalia\*

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

## **Program Overview**

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 an approved practicum site 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.) Concentrations are optional areas of focus which are designed for students who have a specific interest in one of the areas outlined below. Some concentrations are available only in Pasadena. The College offers the following concentrations at the B.A. level: Early Childhood Education and Development, Working with Adults, Active Learning Across the Lifespan, Social Change and Therapeutic Companion. Students may also, in cooperation with their advisor, design a study program directly meeting their needs and interests.

## **Program Learning Outcomes (PLO)**

1. **Development:** Students comprehend and analyze developmental theories.
2. **Diversity:** Students value diversity, demonstrate commitment to social justice, and are able to analyze the dynamics of institutional and individual biases and the use of power.
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.
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.
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.

## **Program-Specific Admission Standards**

- » 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

Prior coursework will be evaluated as part of the Admissions process.

### **Program-Specific requirements**

Prior to registering for classes each semester (fall, spring, and summer), students should 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 concentration 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. These experiences are part of the Fieldwork coursework requirements within each concentration.

### **Residence requirement**

All units earned in courses offered by Pacific Oaks College are considered PO residence hours, regardless if the courses are taken on-line, on-ground, at instructional sites or at off-site cohort locations. Units earned from institutions other than Pacific Oaks College are considered non-resident units. All students must complete a minimum of 30 residence hours to complete the B.A. in Human Development degree.

### **Course length**

Ground:

Varies between 7-8 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.

Online:

Exclusively 7-8 weeks

Please note: Students register by semester for all courses/ sessions in that semester. (i.e.: Students registering for the first Fall session must also register for the second Fall session during the Fall registration period.)

### **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. Please note, students in this modality are required to engage in on-line activities as outlined by the course syllabus during week they do not meet in person.
- » Weeklong/ All day classes that met 5 consecutive days; most commonly Monday through Friday

### Online – Asynchronous

The Master of Arts can be taken in a fully online format. Online courses are delivered in 7-8 week sessions. There are two sessions in each 15-week semester.

### Hybrid Option

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

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

### Graduation Requirements

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

- The approved program consisting of at least 30 credits completed in residency at Pacific Oaks; and
- A minimum cumulative grade point average of 2.00 in all coursework attempted at the College.

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.

### Number of Admits Terms per Year: 3

#### Ground

- »Fall
- »Spring
- »Summer

#### Online: 6

- »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

### Program Requirements

Total credits: 30 credits

Core courses: 18 credits

Elective/Concentration courses: 12 credits

## Core Curriculum

### Core courses

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

HD 341 Communication for Empowerment (3)

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

HD 412 Working with Children and Families in a Diverse World (3)

HD 450 Reflective Teaching/Fieldwork (3)

HD 497 Capstone (3)

### Areas of Concentration

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

- » Early Childhood Education and Development
- » Working with Adults
- » Active Learning Across the Lifespan
- » Social Change
- » Therapeutic Companion (Not Available Online)

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

### Early Childhood Education and Development Concentration

This concentration 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.

Complete ALL core courses and nine (9) units from the following ELECTIVES *in addition* to three (3) units from any other concentration:

HD 303- The Earliest Years (3)

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

HD 320- Contemporary Urban Adults (3)

HD 371- Working with Bicultural Children (3)

HD 424- Introductions to Therapeutic Companions/Behavioral Interventions (3)

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

HD 489- Reflection on Life Experience (3)

### Working with Adults Concentration

This concentration is designed for those who wish to increase their understanding of adults

across the lifespan and enhance their skills in working with this group. Courses focus on the Mastery/utilization of adult- centered curricula, working with diversity in varied adult environments, and understanding the importance of social and cultural context to an adults' existential experience across the lifespan.

Complete ALL core courses and nine (9) units from the following ELECTIVES *in addition* to three (3) units from any other concentration:

- HD 335- Human Development: The Elder Years (3)
- HD 411- Working with Adults (3)
- HD 441- Team Building for Early Childhood Educators and Parents (3)
- HD 489- Reflection on Life Experience and Prior Experiential Learning (3)

### **Active Learning Across the Lifespan Concentration**

This concentration is designed for those who wish to gain a holistic perspective of human development and identify those factors that influence learning across the lifespan. Coursework focuses on different phases of the lifespan, from birth to the later years, and also addresses issues spanning across multiple life stages. This concentration 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 children, adolescents, adults or the elderly.

Complete ALL core courses and nine (9) units from the following ELECTIVES *in addition* to three (3) units from any other concentration:

- HD311- Play Across the Lifespan (3)
- HD380- Children's Autobiographical Narratives as Social Justice Curriculum (3)
- HD 390- Developing Anti-Bias Curriculum: Teaching Our Values to Our Children (3)
- HD 406- Emergent Curriculum: Reflecting Learners Lives
- HD 445- Writing Our Stories: Reflections on Literacy Development (3)
- HD 460- Foundations of Teaching Art: Releasing the Immigration (3)
- HD 470- Teaching as Performing Art (3)
- HD 473- Community Music (3)
- HD 489- Reflection on Life Experience and Prior Experiential Learning (3)

### **Social Change Concentration**

This concentration is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this concentration will learn how to collaboratively design and implement change in an organization, school or community and in society at large by making processes more participatory.

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

Complete ALL core courses and nine (9) units from the following ELECTIVES *in addition* to three (3) units from any other concentration:

- HD 363- Education for Critical Consciousness (3)
- HD 364- Community as a Context for Development (3)
- HD380- Children’s Autobiographical Narratives as Social Justice Curriculum (3)
- HD 381- Human Development and Social Change (3)
- HD 417- Lifespan Learning and Education (3)
- HD 475- Arts and Social Change (3)
- HD 489- Reflection on Life Experience (3)

### **Therapeutic Companion Concentration**

The Therapeutic Companion Concentration 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 concentration includes a fieldwork placement at the Pacific Oaks Children’s School.

Complete ALL core courses (note that HD493 below replaces HD450 from the core) and nine (9) units from the following ELECTIVES *in addition* to HD489 OR three (3) units from any other concentration \*CLE Students must take HD 489 as their additional 3 units. Non-CLE Students take and additional elective of their choice

- HD 424- Introductions to Therapeutic Companion (3)
- HD 493- Fieldwork: Practicum A (3) (replaces HD450 from the Core Courses)
- HD 494- Fieldwork: Practicum B (3)
- SPED 331- The Child with Special Needs: An Interdisciplinary Perspective (3)
- HD 509- Child Abuse Assessment and Reporting (1)

### **Master of Arts in Human Development**

#### **Program Overview**

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 across the lifespan.

Graduates are prepared to effectively 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 chronological or developmental 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, Online

### **Instructional Sites**

Bay Area, Chico\*, Sacramento\*, Santa Cruz\*, Salinas\*, Visalia\*

\*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**

1. **Development:** Students evaluate developmental theories. Students creatively construct their own theories and compare them to existing work.
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.
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.
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.
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 to waive the requirement of bachelor's degree for admission in the master's program. For more information, visit the section on Bachelor Waiver for Admission.

### **Number of Admit Terms per Year**

Ground: 3

- » Fall
- » Spring
- » Summer

Online: 6

- » 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 15 units of core coursework; 6 units of thesis coursework; and variable units of concentration coursework and other program electives necessary to fulfill a total of 30 units for program completion.

### **Fieldwork requirements**

All M.A. 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 699C 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 contingencies, 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 7-8 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 7-8 weeks

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

## **Course Scheduling**

Classes generally meet in one of three schedule patterns:

Ground

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

Online – Asynchronous

The Master of Arts can be taken in a fully online format. Online courses are delivered in 7-8 week sessions. There are two sessions in each 15-week semester.

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).

## **M.A. Human Development**

### **Core Curriculum**

HD507-Developmental Themes and Transformation Across the Lifespan (3)

HD543-Interpersonal Communication Systems (3)

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

HD604-Praxis: An Ecological Systems Approach (3)

HD667-Educational Leadership – Fieldwork & Observation (3)

HD688A-Thesis Cohort: A (3)

HD688C-Thesis Cohort: Project (3)

### **Areas of Concentration**

In addition to the core curriculum, students may further specialize by choosing from among several concentrations. The four program concentrations 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 concentration. Students enrolled at instructional sites will complete a designated concentration.

- » Early Childhood Education and Development
- » Ecological Perspectives of Lifespan Development
- » Leadership in Education and Human Services
- » Social Change

### **Early Childhood Education and Development**

This concentration 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.

Complete ALL core courses and nine (9) units from the following ELECTIVES:

HD 521- Advanced Concepts in Adolescent Development (3)

HD 622-Authentic Infant – Competent Child (3)

HD 625- Advanced Studies in Intervention Models in Early Childhood Education (3)

HD 631- Play Language and Literacy Development (3)

HD 642- Modeling Family Engagement (3)

### **Ecological Perspectives of Lifespan Development**

This concentration 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 concentration 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.

Complete ALL core courses and nine (9) units from the following ELECTIVES:

HD 516- Authentic Assessment (3)

HD 521- Advanced Concepts in Adolescent Development (3)

HD 536- Engaged Aging: Developmental and Societal Issues (3)

HD 555-Conflict Resolution & Mediation (3)

HD 576- Bi-Cultural Development Across the Lifespan (3)

### **Leadership in Education and Human Services Concentration**

This concentration 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.

Complete ALL core courses and nine (9) units from the following ELECTIVES:

HD 555-Conflict Resolution and Mediation (3)

HD 608- Teaching Adults (3)

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

HD 616-Leadership in Education (3)

HD 642- Modeling Family Engagement (3)

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

### **Social Change Concentration**

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

Students in this concentration will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Story-telling, dreaming, the arts, grant- writing, action research, the use of budgets and timelines,

and autonomous community building are among the methods and mediums employed.

Complete ALL core courses and nine (9) units from the following ELECTIVES:

HD 575- Community Spaces of Resilience (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

HD 585- Democracy and Social Movements (3)

HD 592- Advanced Studies in Implementing Anti-Bias Curriculum (3)

HD 607- Progressive Education in Action (3)

### **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 discomfiting disequilibrium. Themes which begin in early childhood - attachment, separation, autonomy, accomplishment and failure - recur later in the life cycle. Understanding of their beginnings and knowledge of psychosocial developmental theories 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 311 Play Across the Lifespan 3 UNITS

This course is an exploration of play as a human adaptive function with a distinct development progression, beginning in infancy and extended throughout the lifespan. Varying in content and mode from culture to culture, emphasis will be placed on the ability to observe play across an

age-range and to make use of these observations in planning for play-based opportunities. This includes recognizing the importance of the physical environment in setting up spaces for play that will engage participants in using the skills that are requisites for lifelong learning. Ways to support cultural expression and nonsexist play opportunities will be analyzed as part of the examination of the impact of anti-bias issues and diversity on one's play. Although our focus begins with the early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals across the lifespan.

#### HD 320 contemporary urban Adolescents 3 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 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 361 Social and Political Contexts of Human Development 3 UNITS

The diverse social, economic and political contexts of our society affect the socialization of the individual and his/her understanding of human development. A primary focus of this course will be the examination of attitudes and behaviors toward gender, socio-economic status, race/ethnicity, disability, sexual orientation and privilege/entitlement, along with the historical and contemporary contexts within which specific theories of human development were created and perpetuated. Students will be challenged to examine these influences on their growth and perceptions of behaviors, define ethics within a context of societal power differentials and search for meaningful responses to address them.

Prerequisite: Completion of HD300

#### 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

The social dynamics that we experience in community in our life influences our growth, identity, and our worldview. We all develop as unique individuals in the context of complex communities. We experience communities in different ways, through different institutions; i.e., home, family, classroom, neighborhood, third spaces, etc. This class focuses on the theoretical and practical aspects of building, reflecting and including “community” in our learning spaces throughout our lives. Students will be expected to create strategies, which uses community to enhance learning and building a sense of belonging. This class will explore community building as an avenue to examine and promote cultural competence and social equity. We will create a learning community as we explore other communities.

#### HD 371 Working with Bicultural Children 3 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 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. Students will explore the connection between their own personal growth and the act of evoking actual change, and will learn useful practices based in storytelling, art, performance, and action research. Readings will be assigned from feminists’ theory, cultural studies, critical race theory, participatory democracy, and other frameworks for social change. To put their new thinking into action, each student will design a project proposing actual change at an organization, school, community or government agency. If a student already has an ongoing project addressing social change, this course can be used to improve that project.

#### HD 390 Developing Anti-bias Curriculum: Teaching Our Values to Our children 3 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 412 Working With Children and Families in A Diverse World 3 UNITS

This class examines the psychosocial needs of children, families, and a developmental / constructivist approach to supporting their growth and well-being. It includes the critical importance of culture/ethnic traditions, values and beliefs, social identity development, the dynamics of interpersonal power and how these all affect our work as a practitioners and advocates. Students will observe children and families in a variety of contexts, hone skills for critical reflection, and develop effective facilitative strategies applicable to teaching, counseling, parenting, social services and advocacy. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; interaction between theory and practice; and the impact of social contexts on oneself and others.

Prerequisite: Completion of HD361 (may be taken concurrently with HD 361 in on ground programs)

#### 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 417 Life-Span Learning and Education 3 UNITS

This class examines traditions that underlie a developmental, experiential, open-structured approach to education and learning across the life span. Content includes exploration of one's own values and the values reflected in educational programs and practices; the role of education as a tool of oppression and liberation for different groups in society; and personal and political strategies for educational change. Issues and trends are considered from a life-span development, cross-cultural perspective. All ages of learners will also be explored.

#### HD 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 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 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 473 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 3 UNITS

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

#### HD 489 Reflection on Life Experience Prior Experiential Learning 3 UNITS

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 Capstone 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 507 Developmental Themes and Transformation Across the Lifespan 3 UNITS**

This class provides an in-depth analysis and synthesis of developmental themes that begin in early childhood, transform and recur in later stages of the life cycle. It includes a critical reflection on developmental theories, exploring the ways that complex factors influence a person's engagement with issues and challenges over their lifetime. Student reflections on self and others within the contexts of their lives are used to enhance and deepen the learning process. This class meets the research competency.

Note: Required first semester course

#### **HD 509 Child Abuse assessment and Reporting 1 UNIT**

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

#### **HD 516 Authentic Assessment 3 UNITS**

This course will define and explore creative models and frameworks of assessment/evaluation for programs, schools and organizations, from a life span perspective. Particular focus areas will include continuums of traditional/non-traditional, standardized/ developmental, and quantitative/qualitative data collection for program design, evaluation and structural planning. Emphasis will be placed on addressing subjectivity, ethics, biases and cultural models of deviance. Outside observation hours are required.

#### **HD 521 Advanced Concepts in Adolescent Development 3 UNITS**

This is an advanced course in adolescent development for those individuals who desire to gain greater knowledge and depth in the complex issues surrounding teenagers. Adolescents in the United States increasingly represent a variety of racial, ethnic, religious, and socioeconomic backgrounds. Are these differences among adolescents based on this diversity? What role does poverty play in adolescent's development? Is peer pressure real and meaningful? How important are parents during this period? Are there health and mental health issues of particular importance? How do adolescents cope with stress? Why is the peer group so critical? How is adult

and middle aged development impacted by our own adolescent development?

Major theories will provide a framework for the presentation of physical, cognitive, social and emotional development during this critical period. Factors influencing growth and development will be highlighted. Discussion of classic and current studies as they related to adolescence will be integrated throughout the course.

#### HD 536 Engaged Aging: Development and Societal Issues 3 UNITS

Engaging with aging is part of a personal journey that intersects with society's systems. These junctures provide opportunities for growth and also constraints to an individual's development and aging process. Changes on a macro level affect all aspects of human development, the elder years being no exception. Impacted by allocation of resources, health and medical issues, financial uncertainty, and constantly changing technology elders in our society are challenged to lead relevant and purposeful lives. The elder years also are a time of exposure to a confluence of ageism and other societal biases and isms. Often dismissed as empty and meaningless by our youth oriented society, the later stages potentially provide a rich opportunity for growth for elders. Additionally, legacy and life review are two vital developmental aspects of aging that are potentially sources of contributions for society. Taking a developmental approach to aging and death/dying provides a structure to study these tasks. This class uses several theoretical approaches to examine aging, death and dying in today's society. There is an action plan component. This class provides information for students who envision working with elders, interacting with aging parents, and for individual reflection.

#### HD 543 Interpersonal Communication Skills 3 UNITS

This class will focus on further development of interpersonal skills within a professional context. Major areas will include metacognition and thinking modes; identifying the origins and operational dynamics of conflict; examination of the impact of personal values and biases on communication across cultural, racial, class, and gender lines; and presentation of self within the context of groups, worksites and society.

#### HD 555 Conflict Resolution and Mediation 3 UNITS

This class is designed for human service professional, 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. Student will be introduced to mediation techniques as they evaluate and critique technique and models for conflict resolution as they engage in creative problem solving in various conflict areas at the micro and macro levels of society. Communication across cultures and bias awareness issues will be evaluated within all content areas.

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

This course offers an in-depth critical evaluation of the impact of systemic and institutional oppression on human service programs for children and adults, and the significance of culture and political contexts on individual development and learning. Students are challenged to evaluate and critique theses influences on their growth and perceptions of human behavior as well as

impact of their personal perceptions on the development and learning of others. Students are challenged to critically redefine their personal ethics and engage in developing their own theoretical and methodological framework for anti-bias work and advocacy within institutional settings with the goal of bringing about systemic changes with address and deconstruct inequality and oppression in their work with children and adults. Prerequisite: Completion of HD500

#### HD 575 Community: Spaces of Resiliency, Equity and Change 3 UNITS

Social and political contexts of human development impact the way community is forged. In community, social dynamics are influenced and created by varied contexts that affect individuals understanding of the world. For this course, students will examine theoretical frameworks that focus on exploring community as places of struggle, resilience, culture, equity, and change. This course will integrate theory into practical application within community spaces – i.e. classrooms, schools, grassroots organizations, non-profit agencies, neighborhoods, etc. in order to further develop strategies of social equity, cultural competency, and advocacy for education.

#### HD 576 Course Title: Bicultural Development across the Lifespan 3 UNITS

This class will specifically focus on a framework of bicultural developments as it compares with monoculture developmental theories with an examination of the implications of bicultural developments for educators and human services professional working with bilingual and bicultural communities. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children, adolescents, and adults will be explored. Culture and cognition bilingualism, and the bicultural process as they relate to identity formation will be examined. Students will evaluate what it means to be bicultural, synthesizing and creating models of bicultural development related to self and others.

#### HD 585 Democracy and Social Movements 3 UNITS

This class looks at social change through the lens of contemporary social issues as well as broader decision making processes that occur in democratic societies. Students will critically evaluate social movements concerning the environment, public health, organized labor and housing, among participatory decision making. Students will apply insights from this class by designing a project for change at an organization, school, community or government agency that includes a critical evaluation of strengths and weaknesses as well as a plan for assessing outcomes.

#### HD 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 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 604 Course Title: Praxis: An Ecological Systems Approach 3 UNITS

This class provides an in-depth look at educational and social service practices using an ecological systems perspective. We will explore the psychosocial interface between child, family and community development, social identity, culture and power in order to transform complex challenges into innovative, inclusive, socially just and sustainable solutions. Students will evaluate the impact on families by practitioners in a variety of settings, synthesizing practice, reflection, theory, observation and research to develop their own theoretical and methodological framework for working with children and families in a diverse world. Within this context, students will create strategies to be more successful individual. Interpersonal and institutional change agents. Prerequisite: Completion of HD562 (may be taken concurrently with HD562 in on-ground programs)

#### HD 607 Progressive Education in Action 3 UNITS

In this class, students will evaluate progressive education theory and practice. Progressive education as the theoretical frame for constructivist pedagogy will be used to create learning communities within classroom and /or human services settings. Teachers/facilitators/mentors and learners come together to construct spaces of learning characterized by participatory democracy and social justice. Hands on experiential learning methodology will be implemented through observation, analysis, collaboration, research and documentation.

#### HD 608 Teaching Adults 3 UNITS

Designed for college teachers, educational leaders, trainers and other facilitators of adult learning, this course examines liberatory models of adult education and strategies for implementation in a variety of settings, from college classrooms to the everyday workplace. Students will explore the tensions and challenges inherent in teaching for transformation, work-arounds for political and systemic constraints, and strategies for drawing out the abilities and capacities of adult learners. Includes opportunities to practice facilitation, collaborative learning, and skills for critically conscious reflective practice.

HD 612 Working with Women in a Cross-Cultural Context 3 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 3 UNITS

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

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

HD 622 Authentic Infant-Competent Child 3 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 631 Play, 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 642 Modeling Family Engagement 3 UNITS

This course is designed for administrators, teachers, staff, and parents to create effective teams that value working together with mutual respect. Student will evaluate and critique avenues, both direct classroom participation and program support activities for family engagement with preschool and elementary programs.

Students will also evaluate and create strategies for exploring experiences of power and powerlessness among people with diverse roles that include cultural and socioeconomic factors, the realities of working and single parent families, perceptions, and histories. Variation among program types are assessed and synthesized in the construction of new models of family engagement and collaboration with the school system.

This is an equivalent class for HD640 – Advanced Studies in Methods of Family/School Collaboration, with permission of advisor.

#### HD 646 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 667 Educational Leadership – Fieldwork & Observation 3 UNITS

A fieldwork seminar for students to enhance skills and leadership capacity in their communities of practice. Students will observe, practice, critically reflect on and evaluate ongoing practices and emergent issues in their chosen settings. Seminar discussions focus on integration of theory and practice for problem-solving, professional development, grappling with ethical dilemmas, critically evaluating power, and identifying strengths and areas needing improvement. The fieldwork component requires students to have a job internship/apprenticeship or volunteer opportunity with responsibility in one of the following:

Program administration and/ or supervision of adults

College teaching or other adult teaching arrangement

Working with parents or other adults in an approved community, family or social service setting

Ongoing work teaching and/or caring for children

The observation component requires students to observe, reflect on and analyze the work of others in one of the above settings. Fieldwork and Observation are calculated on a 2:1 ratio.

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

Prerequisite: Completion of HD603 (may be taken concurrently with HD663 in on-ground programs)

#### 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 format thesis, including personal statement, literature review, methodology, and data collection and analysis. In addition,

students will learn to organize their writing, develop themes and provide feedback to their peers.  
Prerequisite: completion of HD500, HD541, HD562 and HD603

\*Course is considered half time.

\* To meet the minimum requirements for passing the class, students must (a)complete drafts of their introduction and methods, chapters, and have begun work on their literature review, and (b) be prepared for data collection by finalizing their Participant and/or Agency Consent form(s) and data collection question and instruments(s) with their HD688A instructor and/or Thesis Advisor

HD 688c Thesis Cohort: Project\*      3 UNITS

This course is the second of a two-course thesis sequence. Students will learn how to make sense of their data to confirm, extend or challenge existing theories, as well as to construct new theories about their topic and participants. The class provides support for students to finish 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 HD688C must enroll in HD699 for all subsequent semesters they are working on their thesis.

Prerequisite: HD688A

\*Course is considered half time.

\*To complete this course, all of the thesis committee members must sign off on the thesis, and then students must submit their completed thesis to the library before the deadline. Students may walk in graduation after their thesis has been accepted by the Library and the Registrar's Office.

# School of Cultural and Family Psychology

## 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.

## Programs

Master of Arts in Marriage and Family Therapy

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

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

Master of Arts in Marriage and Family Therapy, Trauma Studies Specialization

## Locations

Pasadena

## Program Overview

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 M.A. in Marriage and Family Therapy (MFT). In addition to the traditional MFT program, three specializations are available and include: Latina/o Family Studies Specialization, African- American Family Studies Specialization, and 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 - African-American Family Studies Specialization**

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

The program prepares students to use a culturally relevant approach to therapy and utilizes an historical lens in the learning style that will help individuals, couples, and families of African descent build on their strengths, improve their relationships, and generate solutions to relational problems. Students complete their clinical training hours in community agencies serving African-American families, and are supervised and mentored, when possible, by licensed African-American mental health professionals. The 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 - Latina/o Family Studies Specialization**

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 - Trauma Studies Specialization**

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 any of the MA in MFT programs. It is open to all students who desire a rigorous academic program that provides substantial exploration, understanding and praxis of trauma, mental health and social justice.

### **Licensed Professional Clinical Counselor Specialization**

Students wishing to qualify additionally for licensure as a Professional Clinical Counselor (LPCC) in the state of California, may do so via selection of the LPCC Specialization, which include the following courses, totaling 5 units: MFT 670 Career Development Theories and Techniques (3 units); MFT 681 Advanced Topics in Addictions Counseling (1 unit); and, MFT 683 Advanced Topics in Psychopharmacology (1 unit).

### **Program Disclosures for Licensure**

The M.A. in MFT programs 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).

The MFT programs 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. Pacific Oaks MFT program coursework meets each of the following BBS requirements::

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

### **Licensed Professional Clinical Counselor (LPCC)**

Students interested in meeting the requirements for LPCC eligibility can choose to take three additional MFT courses: MFT 670 Career Development Theories and Techniques (3 units); MFT 681 Advanced Topics in Addictions Counseling (1 unit); and MFT 683 Advanced Topics in Psychopharmacology (1 unit). The MFT coursework in Traditional, LFS, AAFS and Trauma, in addition to these three courses meets the statutory requirement for Licensed Professional Clinical Counselor (LPCC) Licensure under business and Professional Code section (BPC) 4999.32. Students will need to add the LPCC Specialization to their program of study in order to take these courses.

### **Program Learning 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, comprehensively in the clinical training evaluation process, ( through the practicum placement), and with the capstone project of Clinical Portfolio.

- 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

### **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)

## **Admission Requirements**

### 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

## **Transfer Credit Policy**

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. Coursework from non-MFT programs may be considered, under unique circumstances, with the approval of the Associate Dean. In all cases, official transcripts, course syllabi and a copy of the course catalog from the former program should be submitted to the admissions office at the time of application to be considered for transfer 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.

## **Program-Specific Policies**

### **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 strongly encouraged to meet with their faculty advisor. This promotes the quality and continuity of the faculty mentorship relationship for MFT students. It is required that each student meet with their faculty advisor for the First Year Review process.

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 MFT programs are designed to offer the student a developmental approach to their learning. The course layouts 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.

## **First Year 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 advanced coursework and clinical training:

- 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 First Year Review evaluations for the first year review from two MFT faculty members, one of whom must be an MFT full time faculty member.

In addition, 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 , professional behavior, clinical readiness, and culture & diversity, along with nonacademic requirements. 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 must demonstrate sufficient mastery in the following areas:

- 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 Associate Dean may recommend several options for the student, including but not limited to academic and non-academic remediation or program

dismissal.

### **First Year Review Coursework**

#### **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)

### **MFT Clinical Training Program**

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 clinical readiness via the **First Year Review** process.

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.

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.

### 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.

### 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;

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.

If the student has completed fewer than 185 of their 225 total hours they must enroll in MFT 684-Practicum Continuation to complete their clinical training requirement.

### **Requirements for Successful 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. A/ MFT Weekly Summary of Hours of Experience (BBS Form)
  - b. B/ MFT Experience Verification (BBS Form) C/ Responsibility Statement for Supervisors of a MFT trainee or Intern (BBS Form)
  - c. MFT Trainee Practicum Evaluation Form
  - d. 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](http://www.bbs.ca.gov)
- California Association for Marriage and Family Therapists (CAMFT): [www.camft.org](http://www.camft.org)
- American Association for Marriage and Family Therapy (AAMFT): [www.aamft.org](http://www.aamft.org)

### **Residency Requirements**

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.

## **Length of Program (in semesters):**

The program can be completed in as little as 8 semesters 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.

Beginning fall 2015, the MFT program (Traditional) will offer a block schedule to include:

- Morning Block: Wednesdays & Fridays from 9am – 12pm and 6 Saturdays over the semester
- Evening Block: Tuesdays & Thursdays from 7pm – 10pm and 6 Saturdays over the semester

For continuing MFT Traditional program students, courses will be offered, as needed, weekdays Monday through Friday, 9AM-12PM, 4PM-7PM, and 7PM-10PM, and on weekends 8:30AM-4:30PM.

Trauma Studies specialization courses will be offered only on Mondays, as to not conflict with courses in the Traditional, LFS and AAFS programs.

The LFS and AAFS programs 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.

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. 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.

## **Capstone/Portfolio**

MFT students complete a capstone project called Clinical Portfolio. This course is one of two research based courses, designed to be taken at the end of the MFT degree program. This course is an integral part of clinical training as it also serves as the third practicum course.

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.

## **Program 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 645 Group Therapy (2)
- MFT 620 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 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 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 )

### 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 533 Clinical 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 pre-slavery, slavery and the migration of African peoples throughout history in America. The culture of Black people and the influences of racism, poverty, politics, and institutions on that culture will be discussed.

**MFT 616 African American Family and Child 3 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 681 Advanced Topics in Addictions Counseling 1 Unit**

This course is designed as a continuation of MFT 545 and addresses advanced topics in treatment not covered in MFT 545. In this course students review current research and program design with the goal of increasing professional awareness and skills in treating chemical dependent families or individuals. Specific attention to a systems perspective and various therapeutic approaches for the treatment of chemical dependency and substance abuse will serve as a critical guide to assessment and intervention efforts. This course offers current students and alums an additional 1.0 unit of course content in Addictions counseling. Prerequisite: MFT 545 and MFT 670 (May be taken concurrently with MFT 670)

**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 683 Advanced Topics in Psychopharmacology 1 Unit**

This course is designed as a continuation of MFT 635 and addresses topics not covered in MFT 635. Current information on the effects of psychotropic medications on various groups including children, the elderly, women and different racial and ethnic populations are explored in depth. This course addresses the purposes, and the advantages and limitations of specific medications. Relevant treatment modalities and case studies are included. This course offers current students and alumna an additional 1.0 unit of course content in Psychopharmacology. Prerequisite: MFT 635 and MFT 670 (May be taken concurrently with MFT 670)

**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

## Non-Credential Programs

### Philosophy

The School of Education at Pacific Oaks College is grounded in a constructionist, inquiry-based, experiential framework that is focused on social justice, equity, and principles of diversity and inclusion. It combines coursework and fieldwork; theory and practice.

The School of Education courses provide opportunities for candidates to learn strategies for enhancing each child's social, cognitive development and an appreciation of individual differences, including emphasis on English Language Learners and Students with Special Needs that are age appropriate.

### Program

## Bachelor of Arts in Early Childhood Education

### Locations

Pasadena, Online

### Instructional Sites

### Program Overview

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 programs 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.

### **Program Learning Outcomes**

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

### **Program-Specific Admission Requirements**

#### **Application Requirements:**

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

#### **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.*

### **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 student’s academic standing.

### **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.

### **Number of Admit Terms per Year:**

Ground (6)

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

Online (6)

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

### **Program 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. 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.

Prior to registering for classes, it is recommended that students meet with their Enrollment Counselor to identify the appropriate classes to take and to review their progress toward degree completion.

All ground 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 (12 units required)**

ECE 370: Infants and Toddlers  
ECE 306: Play in Childhood  
ECE 432: Children’s Literature  
SPED 331: The Student with Special Needs (prerequisite for all further SPED courses)  
SPED 351: Collaboration and Communication

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

### **Program**

## **Bachelor of Arts in Early Childhood Education with Credit for Learning from Experience (CLE)**

## **Locations**

Pasadena, Online

## **Program Overview**

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 24 credit hours to be applied toward the completion of a Bachelor of Arts in Early Childhood Education by enrolling in the CLE Option. This option will allow a student to showcase previous experience in an extensive and comprehensive portfolio upon the successful completion of two courses, HD489 and HD499.

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

## **Program Learning Outcomes**

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

## **Program-Specific Admission Requirements**

### **Application Requirements:**

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

## **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
- » Students are required to complete certain requirements to be approved for this option, which include:
- 5 to 10 years of verifiable work experience in Early Childhood Education 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 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.

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

### **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 student’s academic standing.

### **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.

### **Number of Admit Terms per Year:**

Ground (6)

»Fall Sessions I & II

»Spring Sessions I & II

»Summer Sessions I & II

Online (6)

»Fall Sessions I & II

»Spring Sessions I & II  
»Summer Sessions I & II

### **Program 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.

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

All ground 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 (12 units required)**

ECE370: Infants and Toddlers  
ECE 306: Play in Childhood  
ECE 432: Children's Literature  
SPED 331: The Student with Special Needs (prerequisite for all further SPED courses)  
SPED 351: Collaboration and Communication

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

# **Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization**

## **Locations**

Pasadena, Online

## **Program Overview**

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.

## **Program Learning Outcomes**

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

## **Program-Specific Admission Requirements**

### **Application Requirements:**

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

## **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.*

### **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 student’s academic standing.

### **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.

### **Number of Admit Terms per Year:**

Ground (6)

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

Online (6)

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

## **Program 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.

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

All ground 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

\* indicates a specialization course

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

## **Bachelor of Arts in Early Childhood Education and Trauma Studies Specialization with Credit for Learning from Life Experience (CLE)**

### **Locations**

Pasadena, Online

### **Program Overview**

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 24 credit hours to be applied toward the completion of a Bachelor of Arts in Early Childhood Education by enrolling in the CLE Option. This option will allow a student to showcase previous experience in an extensive and comprehensive portfolio upon the successful completion of two courses, HD489 and HD499.

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

### **Program Learning Outcomes**

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

### **Program-Specific Admission Requirements**

#### **Application Requirements:**

- Completed Application for Admission
- Application Fee
- Resume
- Personal Statement

- Official Transcripts from All Institutions Attended

### **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
- » Students are required to complete certain requirements to be approved for this option, which include:
  - 5 to 10 years of verifiable work experience in Early Childhood Education 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 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.

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

### **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 student's academic standing.

### **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.

**Number of Admit Terms per Year:**

Ground (6)

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

Online (6)

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

**Program 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.

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

All ground 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
- ECE 365: Technology in Early Childhood Education
- ECE 320: Creating Inclusive Learning Environments
- ECE 305: Cognitive Development: How Children Learn
- ECE 371: 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\*

\* indicates a specialization course (12 units required)

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

## **SCHOOL OF EDUCATION CREDENTIAL PROGRAMS**

### **Bachelor of Arts in Early Childhood Education with Preliminary Multiple Subject Teaching Credential**

#### **Locations**

Pasadena, Online

#### **Program Overview**

The bachelor's degree program in Early Childhood Education with a Preliminary 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.

#### **Program Learning Outcomes**

1. Define early childhood national trends and recall theories and research-based educational and administrative practices in education and educational leadership.
2. Conduct observations for typically and atypically developing children in an early childhood setting. Utilize various assessments tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement and evaluate educational curriculums for the cognitive, social, and emotional needs of students in an early childhood environment.
4. Design and implement outcome-based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
5. Apply critical thinking and creative processes through an ethical and professional decision-

making working with children, families, communities and educational leadership in the early childhood field.

6. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.
7. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
8. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
9. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
10. Demonstrate the use of effective strategies to create and maintaining effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
11. Reflect and articulate through effective communication, collaboration, and engagement with parents/care-givers, teachers, administrators, and community members for the continued development as a professional educator.

### **Program-Specific Admission Requirements**

#### **Application Requirements:**

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

### **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 or
- » Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements :
  - Humanities and the Arts (9 units)
  - Science and Math (9 units)
  - Oral and Written Communication (9 units)
  - Minimum of 3 units in English Communications
  - Maximum of 3 units in Early Childhood Education Language Arts
  - Social Science (9 units)
  - Minimum of 3 units in Introductory Psychology
  - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

### **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.

### **Fieldwork Requirements**

Fieldwork consists of observation, supervised clinical experience, and student teaching. A background check is required prior to beginning fieldwork. Candidates must attend a Student Teaching orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure prerequisite completion, and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates.

### **Number of Admit Terms per Year:**

Ground (1)

»Fall

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

### **Program Requirements**

A minimum of 121 semester units is required to earn the Bachelor's degree in Early Childhood Education with Multiple Subject 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. It is expected that students will fulfill a minimum of 31 units through courses offered at Pacific Oaks College. 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.

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

All ground courses are considered Blended as each has an online component (Canvas and

Taskstream).

## **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
ECE 361:	Child, Family & Community Partnerships in ECE
ED 305:	Social Political and Economic Foundations of ED
ED 330:	Language & Literacy
SPED 331:	The Student with Special Needs (prerequisite for all further SPED courses)
ED 320:	Practicum A
ED 331:	English Learner Methodologies (prerequisite: ED 330)
ED 348:	Cognitive Development and Math
SPED 351:	Communication and Collaboration Skills for Special Educators
ED 355:	Utilizing and Infusing Technology into Teaching
ED 321:	Practicum B (prerequisite: ED 320)
ED 360:	Integrated Thematic Instruction
ED 372:	Healthy Children and Classroom Communities
ECE 390:	Diversity, Equity & Social Justice in Early Childhood Education
ED 322:	Practicum C (prerequisite: ED 321)
ED 378:	Teacher as a Leader
ED 393:	Student Teaching Placement I
ED 379:	Assessment and Management (prerequisite: ED 378)
ED 394:	Student Teaching Placement II (prerequisite: ED 393)

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

## **Bachelor of Arts in Early Childhood Education with Preliminary Dual Teaching Credential**

### **Locations**

Pasadena, Online

### **Program Overview**

The Dual Credential bachelor's degree program in Early Childhood Education with a Multiple Subject and Education Specialist (Mild/Moderate) 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. In addition, principles of development theory and the standards of the California Commission on Teacher Credentialing are incorporated into the program:

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

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

### **Program Learning Outcomes**

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

for teaching and learning of diverse student populations.

11. Reflect and articulate through effective communication, collaboration, and engagement with parents/care-givers, teachers, administrators, and community members for the continued development as a professional educator.
12. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
13. Examine cross-cultural educational issues in order to determine instructional and assessment strategies that enhance learning of students with mild/moderate disability.
14. Integrate research based best practices into instruction of students with mild/moderate disability.
15. Communicate, collaborate and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators.
16. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild/moderate disabilities.
17. Use effective methods for teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.

### **Program-Specific Admission Requirements**

#### **Application Requirements:**

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

#### **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 or
- » Successful completion of 60 units from a regionally accredited institution with a cumulative GPA of 2.0. and meet the following course requirements:
  - Humanities and the Arts (9 units)
  - Science and Math (9 units)
  - Oral and Written Communication (9 units)
  - Minimum of 3 units in English Communications
  - Maximum of 3 units in Early Childhood Education Language Arts
  - Social Science (9 units)
  - Minimum of 3 units in Introductory Psychology
  - Minimum of 3 units in either Introductory Sociology or Cultural Anthropology

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

## **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.

## **Fieldwork Requirements**

Fieldwork consists of observation, supervised clinical experience, and student teaching. A background check is required prior to beginning fieldwork. Candidates must attend a Student Teaching orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure prerequisite completion, and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates.

## **Number of Admit Terms per Year:**

Ground (1)

»Fall

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

## **Program Requirements**

A minimum of 136 semester units is required to earn the Bachelor's degree in Early Childhood Education with a Dual Credential in Multiple Subject and Education Specialist (Mild/Moderate). A minimum of 76 of those units must be completed through Pacific Oaks course work to fulfill the requirements for the Bachelor's Degree in Early Childhood Education with a Dual Credential. 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.

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

All ground courses are considered Blended as each has an online component (Canvas and Taskstream).

## **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
ED 330:	Language & Literacy
ECE 361:	Child, Family & Community Partnerships in ECE
ED 331:	English Learner Methodologies (prerequisite: ED 330)
ED 320:	Practicum A
SPED 331:	The Student with Special Needs (prerequisite for all further SPED courses)
ED 348:	Cognitive Development and Math
SPED 341:	Behavior Intervention and Program Planning
ED 360:	Integrated Thematic Instruction
ED 321:	Practicum B
SPED 351:	Communication and Collaboration
SPED 359:	Assessment Methods in Special Education
SPED 442:	Assistive Technology & Transition
ED 355:	Utilizing and Infusing Technology into Teaching
ED 322:	Practicum C
SPED 315:	Transition and Career Planning
ED 372:	Healthy Children and Classroom Communities
SPED 361:	Instructing Students with Mild/Moderate Disabilities
ECE 390:	Diversity, Equity and Social Justice in Early Childhood Education
ED 378:	Teacher as a Leader
SPED 391:	Student Teaching Placement I
ED 379:	Assessment and Management (prerequisite: ED 378)
SPED 392:	Student Teaching Placement II (prerequisite: ED 391)

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

### **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 a teaching credential in either Preliminary Multiple Subject or Preliminary Education Specialist (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.

## **SCHOOL OF EDUCATION**

### **MASTER OF ARTS NON-CREDENTIAL PROGRAMS**

## Master of Arts in Early Childhood Education

### Locations

Pasadena, Bay Area, Online

### Program Overview

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.

### Program Learning Outcomes

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

### Program-Specific Admission Requirements

#### Application Requirements:

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

### Admission 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.

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

### **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 degree to be awarded.

*Please 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.*

### **Number of Admit Terms per Year:**

Ground (6)

- »Fall Session I
- »Spring Session I
- »Summer Session I

Online (6)

- »Fall Session I
- »Spring Session I
- »Summer Session I

### **Program 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.

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.

All ground courses are considered Blended as each has an online component (Canvas and Taskstream).

### **Master of Arts in Early Childhood Education Curriculum**

- ECE 500: Advanced Seminar in Early Childhood Education
- ECE 510: Understanding Assessment and Research in ECE
- ECE 530: Public Policy and Its Impact on Children and Families
- ECE 540: Creating Responsive Communities for All Families

ECE 643:	Special Topics in Leadership in ECE
ECE 650:	Management of Childcare Programs
ECE 644:	Special Topics in Leadership in ECE
ECE 520:	Balancing Ethical and Moral Considerations in ECE
ECE 645:	Special Topics in Leadership in ECE
ECE 600:	The Impact of Privilege and Oppression in ECE Settings
ECE 660:	Action Research Project

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

## **Master of Arts in Early Childhood Education with Trauma Specialization**

### **Locations**

Pasadena, Online,

### **Program Overview**

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

For 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.

### **Program Learning Outcomes**

1. Evaluate national trends, theory and research-based educational and administrative practices in early childhood education leadership.
2. Conduct observations for typically and atypically developing children in an early childhood setting. Utilize and evaluate various assessment tools and inquiry strategies to assess potential cultural bias and stereotypes.
3. Generate, implement, and evaluate educational curricula for the cognitive, social, and

emotional needs of students in an early childhood environment.

4. Identify concerns evident in the classroom and formulate solutions to address these concerns. Advocate for children and families in the resolution of them.
5. Design and implement outcome- based learning experiences using action research for the teaching and learning of students in an early childhood classroom.
6. Demonstrate critical thinking and creative processes through an ethical and professional decision-making working with children, families, communities and educational leadership in the early childhood field. Evaluate the impact of these decisions.

### **Program-Specific Admission Requirements**

#### **Application Requirements:**

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

#### **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.*

#### **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 degree to be awarded.

*Please 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 chooseto do so. A grade below the required average will adversely affect the student's academic standing.*

#### **Number of Admit Terms per Year:**

Ground (6)

- »Fall Session I
- »Spring Session I
- »Summer Session I

Online (6)

- »Fall Session I

- »Spring Session I
- »Summer Session I

### **Program Requirements**

It is expected that students will fulfill the minimum 33 semester units required to earn the Master's degree in Early Childhood Education with Trauma Studies Specialization at Pacific Oaks College. 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 Enrollment Counselor to identify the appropriate classes to take and to review their progress towards degree completion.

All ground courses are considered Blended as each has an online component (Canvas and Taskstream).

### **Master of Arts in Early Childhood Education with Trauma Specialization Curriculum**

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

#### Electives (15 units 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

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

## **SCHOOL OF EDUCATION**

### **MASTER OF ARTS CREDENTIAL PROGRAMS**

The Master of Arts degree credential programs focus 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.
5. Teachers are members of learning communities.

## **Master of Arts in Education with Preliminary Multiple Subject Teaching Credential**

### **Locations**

Pasadena, Online

### **Program Overview**

The Master of Arts in Education with Preliminary Multiple Subject Credential 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 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 Multiple Subject Credential and meet requirements for a Master of Arts degree in Education.

### **Program Learning Outcomes**

1. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.
2. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
3. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.
4. Design curricula and plan instruction through the immersion of a culture-centered learning

framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.

5. Demonstrate the use of effective strategies to create and maintaining effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
6. Reflect and articulate through effective communication, collaboration, and engagement with parents/care-givers, teachers, administrators, and community members for the continued development as a professional educator.
7. Conduct and design a pedagogical research project through a theoretical framework in the investigation and implementation of educational theories with diverse student populations.
8. Collect, analyze and examine research data to interpret the current research-based practices with diverse populations within our educational and societal structure.
9. Synthesize and summarize research findings to critically and concisely explain a supportively cohesive relationship between theory and practice within a research project.
10. Demonstrate current research-based practices and articulate pedagogical and foundational theories in education.

### **Program-Specific Admission Requirements**

#### **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

#### **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

### **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, settle fees with the Business Office, satisfy deficiencies, and be in good standing in their program for the Master's degree to be awarded.

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

### **Fieldwork Requirements**

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 Analyst. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates. Student Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Analyst. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring Student Teaching Orientation.

**Number of Admit Terms per Year:**

Ground (1)

»Fall Session I

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

**Program Requirements**

It is expected that students will fulfill all of the 55 required units through courses offered at Pacific Oaks College.

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

All ground courses are considered Blended as each has an online component (Canvas and Taskstream).

**Master of Arts in Education with Preliminary Multiple Subject Credential Curriculum**

- ED 507: Theories of Development for All Learners
- ED 505: Advanced Social, Political, & Economic Foundations of Education
- ED 530: Advanced Language and Literacy in a Diverse Classroom
- ED 520: Advanced Practicum A
- ED 531: Advanced English Learner Methodologies (prerequisite: ED 530)
- SPED 531: Advanced Studies of the Student with Special Needs (prerequisite for further SPED courses)
- ED 548: Advanced Cognitive Development and Math
- SPED 551: Advanced Communication and Collaboration Skills for Special Educators
- ED 521: Advanced Practicum B (prerequisite: ED 520)
- ED 560: Advanced Integrated Thematic Instruction
- SPED 561: Advanced Instructing Students with Mild/Moderate Disabilities
- SPED 562: Advanced Studies of Assessment Methods in Special Education
- ED 522: Advanced Practicum C (prerequisite: ED 521)

ED 555:	Advanced Utilizing and Infusing Technology into Teaching
ED 572:	Advanced Healthy Children and Classroom Communities
ED 693:	Research in the Art of Teaching
ED 694:	Action Research in Accomplished Teaching
ED 578:	Advanced Teacher as a Leader
ED 593:	Student Teaching Placement I
ED 579:	Advanced Assessment and Management (prerequisite: ED 578)
ED 594:	Student Teaching Placement II (prerequisite: ED 593)

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

## **Master of Arts in Education with Preliminary Education Specialist (Mild/Moderate) Teaching Credential**

### **Locations**

Pasadena, Online

### **Program Overview**

The M.A. in Education with Preliminary Education Specialist Credential (mild/moderate) 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.

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.

### **Program Learning Outcomes**

1. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
2. Examine cross-cultural educational issues in order to determine instructional and assessment strategies that enhance learning of students with mild/moderate disability.
3. Integrate research based best practices into instruction of students with mild/moderate disability.
4. Communicate, collaborate and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators .

5. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild/moderate disabilities.
6. Use effective methods for teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.

### **Program-Specific Admission Requirements**

#### **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

#### **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

#### **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.

#### **Fieldwork Requirements**

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 Analyst. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates. Student Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Analyst. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring Student Teaching Orientation.

**Number of Admit Terms per Year:**

Ground (1)

»Fall Session I

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

**Program Requirements**

Candidates in this program will complete an e-Portfolio 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.

All 58 units of Pacific Oaks course work must be taken to fulfill the requirements for the M.A. in Early Childhood Education with Preliminary Education Specialist Credential (mild/moderate). 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.

**Master of Arts in Education with Preliminary Education Specialist Instruction  
Credential (Mild/Moderate Disabilities) Curriculum**

ED 507:	Theories of Development for all Learners
ED 505:	Advanced Social, Political, & Economic Foundations of Education
SPED 531:	Advanced Studies of the Student with Special Needs (prerequisite for further SPED courses)
ED 548:	Advanced Cognitive Development and Math
ED 572:	Advanced Healthy Children and Classroom Communities
ED 520:	Advanced Practicum A
ED 530:	Advanced Language and Literacy in a Diverse Classroom
SPED 541:	Advanced Behavior Intervention and Program Planning
ED 531:	Advanced English Learner Methodologies (prerequisite: ED 530)
SPED 551:	Advanced Communication and Collaboration Skills for Special Educators
ED 521:	Advanced Practicum B (prerequisite: ED 520)
SPED 561:	Advanced Instructing Students with Mild/Moderate Disabilities
SPED 642:	Advanced Assistive Technology and Real World Application
SPED 529:	Advanced Transition and Career Planning
SPED 562:	Advanced Assessment Methods in Special Education
ED 522:	Advanced Practicum C (prerequisite: ED 521)
ED 693:	Research in the Art of Teaching
ED 694:	Action Research in Accomplished Teaching

ED 578:	Advanced Teacher as a Leader
SPED 591:	Student Teaching Placement I
ED 579:	Advanced Assessment and Management (prerequisite: ED 578)
SPED 592:	Student Teaching Placement II (prerequisite: SPED 591)

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

## **SCHOOL OF EDUCATION NON-DEGREE CREDENTIAL-ONLY PROGRAMS**

### **Preliminary Multiple Subject Teaching Credential**

#### **Locations**

Pasadena, Online

#### **Program Overview**

The postgraduate Preliminary Multiple Subject Teaching Credential (California) program provides students with a fundamental knowledge base for educating and developing learning environments for children from 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 the principles of development theory and the standards of the California Commission on Teacher Credentialing are incorporated into the program.

#### **Program Learning Outcomes**

1. Examine and demonstrate research-based practices through the use of technology, instructional strategies, and standard-aligned curriculum to construct comprehensible subject-matter content for the teaching and learning of our diverse student populations.
2. Identify, formulate, and apply formative and summative assessments to monitor and assess the learning of students through direct and indirect evidence.
3. Examine and integrate a culturally responsive pedagogy through best practices for the connecting, engaging and supporting of students' cognitive, emotional, social, and physical aspect for the sustainment of educational equity with our diverse student populations.

4. Design curricula and plan instruction through the immersion of a culture-centered learning framework utilizing the students' background knowledge to teach, adapt, and support the teaching and learning of all student learners.
5. Demonstrate the use of effective strategies to create and maintaining effective environments to connect meaningful subject-matter and promote students' life experiences for teaching and learning of diverse student populations.
6. Reflect and articulate through effective communication, collaboration, and engagement with parents/care-givers, teachers, administrators, and community members for the continued development as a professional educator.
7. Conduct and design a pedagogical research project through a theoretical framework in the investigation and implementation of educational theories with diverse student populations.
8. Collect, analyze and examine research data to interpret the current research-based practices with diverse populations within our educational and societal structure.
9. Synthesize and summarize research findings to critically and concisely explain a supportively cohesive relationship between theory and practice within a research project.
10. Demonstrate current research-based practices and articulate pedagogical and foundational theories in education.

### **Program-Specific Admission Requirements**

#### **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

#### **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

#### **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.

## **Fieldwork Requirements**

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 Analyst. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates. Student Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Analyst. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring Student Teaching Orientation.

## **Number of Admit Terms per Year:**

Ground (1)

»Fall Session I

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

## **Program 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 49 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.

## **Preliminary Multiple Subject Teaching Credential Curriculum**

ED 507: Theories of Development for All Learners

ED 505: Advanced Social, Political, & Economic Foundations of Education

ED 530: Advanced Language and Literacy in a Diverse Classroom

ED 520: Advanced Practicum A

ED 531: Advanced English Learner Methodologies (prerequisite: ED 530)

SPED 531: Advanced Studies of the Student with Special Needs (prerequisite for further SPED courses)

ED 548: Advanced Cognitive Development and Math

SPED 551:	Advanced Communication and Collaboration Skills for Special Educators
ED 521:	Advanced Practicum B (prerequisite: ED 520)
ED 560:	Advanced Integrated Thematic Instruction
SPED 561:	Advanced Instructing Students with Mild/Moderate Disabilities
SPED 562:	Advanced Studies of Assessment Methods in Special Education
ED 522:	Advanced Practicum C (prerequisite: ED 521)
ED 555:	Advanced Utilizing and Infusing Technology into Teaching
ED 572:	Advanced Healthy Children and Classroom Communities
ED 578:	Advanced Teacher as a Leader
ED 593:	Student Teaching Placement I
ED 579:	Advanced Assessment and Management (prerequisite: ED 578)
ED 594:	Student Teaching Placement II (prerequisite: ED 593)

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

## **Preliminary Education Specialist Teaching Credential (Mild/Moderate Disabilities)**

### **Locations**

Pasadena, Online

### **Program Overview**

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.

### **Program Learning Outcomes**

1. Articulate and recognize state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.
2. Examine cross-cultural educational issues in order to determine instructional and assessment strategies that enhance learning of students with mild/moderate disability.
3. Integrate research based best practices into instruction of students with mild/moderate disability.

4. Communicate, collaborate and consult effectively with individuals with disabilities and their parents, general/special education teachers, related service personnel, and administrators .
5. Demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in students with mild/moderate disabilities.
6. Use effective methods for teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings.

## **Program-Specific Admission Requirements**

### **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

### **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

## **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.

## **Fieldwork Requirements**

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 Analyst. Prior to beginning fieldwork a background check and TB test is required. Candidates must attend a Placement orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure all coursework prerequisite completion and secure location – please note that the Credential Analyst secures all fieldwork locations for credential candidates. Student Teaching is offered in the Fall and Spring semesters only. Placement is secured solely through the Credential Analyst. All students, district employed supervisors, field work supervisors and support staff are required to attend the Fall and Spring

Student Teaching Orientation.

**Number of Admit Terms per Year:**

Ground (1)

»Fall Session I

Online (3)

»Fall Session I

»Spring Session I

»Summer Session I

**Program 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 49 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.

**Preliminary Education Specialist Instruction Credential Curriculum (Mild/Moderate Disabilities) Curriculum**

ED 507: Theories of Development for all Learners

SPED 531: Advanced Studies of the Student with Special Needs (prerequisite for further SPED courses)

ED 548: Advanced Cognitive Development and Math

ED 572: Advanced Healthy Children and Classroom Communities

ED 520: Advanced Practicum A

ED 530: Advanced Language and Literacy in a Diverse Classroom

SPED 541: Advanced Behavior Intervention and Program Planning

ED 531: Advanced English Learner Methodologies (prerequisite: ED 530)

SPED 551: Advanced Communication and Collaboration Skills for Special Educators

ED 521: Advanced Practicum B (prerequisite: ED 520)

SPED 561: Advanced Assessment of Students with Mild/Moderate Disabilities

SPED 642: Advanced Assistive Technology and Transition

SPED 529: Advanced Transition and Career Planning

SPED 562: Advanced Assessment Methods in Special Education

ED 522: Advanced Practicum C (prerequisite: ED 521)

ED 578: Advanced Teacher as a Leader

- SPED 591: Student Teaching Placement I  
ED 579: Advanced Assessment and Management (prerequisite: ED 578)  
SPED 592: Student Teaching Placement II (prerequisite: ED 591)

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

## **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

### **Credential-Only 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 Admissions 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 Student 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 Student Teaching).

- » Candidates who have coursework from other colleges/universities that may meet coursework requirements at Pacific Oaks should contact their faculty advisor for transcript review and approval by the Dean of the College.
- » Candidates with international degrees who do not hold a U.S.-approved bachelor's degree or higher except in professional education must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the 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](http://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.
5. 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. These advisors are a resource for specific questions candidates may have about classes and curriculum.

Every student has access to the Credential Analyst to help navigate the specifics of the state Credentialing requirements. These requirements can vary and are in constant flux due to changing legislation and the dynamic nature of public Education. It is very important for candidates to work closely with the Credential Analyst 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 Student Teaching orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure prerequisite completion and secure location – please note that the Credential Analyst 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 Student Teaching) are listed in the specific program areas of the catalog and in other handbooks and/or orientation courses.

### **Student Teaching Placements (Student Teaching)**

Candidates are placed in their Student Teaching assignment by the Credential Analyst only.

Candidates should not contact districts directly to obtain student teaching placement. Candidates must attend a Placement orientation with the Credential Analyst the semester prior to enrolling in Student Teaching to review the requirements, ensure non/coursework prerequisite completion and secure location – please note that the Credential Analyst 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.

» CPR Certificate of Completion

» Successful completion of US Constitution exam.

» 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).

#### **Fieldwork Practice Requirements**

Candidates are responsible for ensuring that their clinical practice experiences (Practica and Student 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 Student 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 Student Teaching:

- » Application for Student Teaching (for fall placements, application is due by April 1<sup>st</sup>; for spring placements, application is due by October 1st).
- » Valid Certificate of Clearance or other valid document showing fingerprint clearance issued by the CTC
- » Pass the Basic Skills Assessment (passing CBEST or 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 Analyst
- » Attend Placement and Student Teaching orientations

Candidates will be placed for Student Teaching:

- » By the Credential Analyst in their Student 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.

### **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, if applicable
- » 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 Credential Analyst 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 mathematic literacy and the application of mathematics in their everyday lives.

#### **ECE 301 Foundations of ECE and Current Issues in the Education of Young Children      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.

#### **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.

#### **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.

#### **ECE 311 From Theory to Practice      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.

#### 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.

#### ECE 341 Social, and Emotional Foundations 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.

#### ECE 351 The Creative Arts 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.

#### ECE 361 Child, Family, and Community Partnerships 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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 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, implications for learners of all ages will be analyzed, with a focus on the early childhood and school age classroom.

ECE 410 Portfolio Seminar 3 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 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.

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 315 Transition and Career Planning 3 UNITS

This course will address various issues adolescents with special needs face, including physical, emotional, and social change and development. The course content will focus on the concept of transition as a life-long process with emphasis on content topics including: quality of life, family issues, person-centered planning, and self-determination. Also, candidates will learn how to conduct appropriate formal and information transition assessments and incorporate assessment results into ITP planning through collaboration with other educational and community agencies involved in the transition process.

SPED 331 The Student 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.

#### SPED 341 Behavior Intervention and Program Planning 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. Various models of behavior management are discussed from a social systems perspective, including: psycho- dynamic, behavioral, environmental, and constructivist. Classroom behaviors are analyzed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Candidates develop skills in designing whole class management systems, as well as individualized behavior programs (positive behavior support plans), collecting data on target behaviors, identifying of replacement behaviors with specific behavioral goals and objectives, and implementing appropriate reinforcement strategies.

#### 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.

#### SPED 359 Assessment Methods in Special Education 3 UNITS

This course provides candidates with advanced knowledge of current best practices in assessment in special education, with knowledge and practice in administering a standardized assessment as well as curriculum based assessments. Current and advanced issues in assessment such as assessing students from diverse backgrounds and response to intervention (RTI) will be discussed. Candidates will learn how to design comprehensive assessment strategies that are integrated into instruction and state curriculum standards, to monitor student performance, and to critically analyze instruction.

#### SPED 361 Instructing Students with Mild to Moderate Disabilities 3 UNITS

This course examines principles and techniques for instructing the academic progress of students with mild to moderate disabilities. Emphasis is placed on the selection of developmentally

appropriate curricula that can be examined, adapted, implemented, modified, and evaluated using a variety of evidence-based pedagogical approaches. The course also examines the implications of cultural and linguistic diversity. Through learning to modify materials, create instructional strategies, and develop compliant Individualized Educational Programs (IEPs), candidates become capable of providing equitable opportunities for students with mild to moderate disabilities with a variety of social, emotional, communication, and cognitive abilities.

#### SPED 391 Student Teaching I 3 UNITS

Teacher candidates work in a general education placement, grades K-12, at a public [or non-public, when approved] school in an appropriate placement for 7 ½ weeks on a full time basis. Candidates within the general education placement may work in a Special Day Class (SDC) or Resource (RSP) class. The candidate will experience a broad range of service delivery options as students with mild to moderate disabilities are

currently placed in a variety of educational settings within a general education placement. Beginning by planning and teaching two content area lessons, the candidate will advance to a one-week complete teaching assignment in which the candidate is in charge of curricular planning, implementation,

assessment, and classroom management. The candidate demonstrates skills in differentiated instruction by altering assessment and designing classroom management to serve K-12 students with mild to moderate disabilities. All forms, assessments and procedures for student teaching can be found in the Student Teaching Handbook.

#### SPED 392 Student Teaching II 3 UNITS

In the second Student Teaching course, Education Specialist 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. 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. 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.

#### SPED 442 Assistive Technology and Real World Application 3 UNITS

This course prepares candidates to focus on the different learning rates of students with disabilities across the lifespan. Through the use of assistive technology, candidates learn how to tailor instruction and to use assistive devices to aid student learning, understanding, and participation in a variety of educational settings. Candidates also learn how to use technology for collecting learning data and designing progress monitoring systems. The most current research and legal regulations that relate to the use of computers and assistive technology to facilitate the teaching and learning process for all students is explored,

including Universal Design for Learning (UDL) and Response to Intervention (RTI). Both classroom and in home techniques are demonstrated, including low and high equipment.

### **Bachelor Level Early Childhood Education with Trauma Specialization Courses**

ECE 415 Family Violence and Child Abuse 3 UNITS

Students will examine methods used in the identification of physical, emotional, and sexual abuse and neglect in young children. The course will incorporate an emphasis on identification of child abuse and developing skills for working with children and families. It includes:

- What are child maltreatment, neglect, and abuse?
- What are the risk factors contributing to child abuse?
- How to recognize physical and behavioral indicators of child abuse and maltreatment?
- Understanding the law: Mandated Child Abuse reporting.
- Protective custody

ECE 416 Separation, Deployment Trauma, and Early Development 3 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 and of the parent's absence in the child's life for a short or long term. Topics will include:

- What is Early Childhood Trauma?
- What causes stress for children?
- Childhood Symptoms and Behaviors Associated with Exposure to Trauma
- Enhancing Resilience in Young Children
- Identifying and Providing Services to Young Children Who Have Been Exposed to Trauma
- Effects of separation on children
- Overview of the cycle and stages of deployment
- Understanding reactions to deployment
- Talking to children about deployment
- Coping with high-threat deployment
- Warning signs in young children

ECE 417 Death, Divorce, and Difficult Times 3 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, and early childhood attachment. Theories of attachment as well as the continuum of possible attachment related behaviors are explained. Methods to facilitate healthy attachment are discussed. It includes:

- What is Early Childhood pain and loss?
- What is grief?
- What are the emotional, cognitive, behavioral, and physical reactions that children can have?
- Why does divorce lower children's well-being?
- How does inter-parental conflict affect children?
- What interventions might benefit children of divorce?
- What directions should future research in this topic take?

### ECE 418 Trauma, Culture, and Immigration 3 UNITS

Most immigrant families function well in many domains and never come in contact with the child welfare system or child protection systems. But when they do, depending on their country of origin, generational and legal status, reason for emigration, and immigration and resettlement experiences, it becomes especially challenging to untangle the range of factors that contribute to their capacity to protect and nurture their children. Topics will include:

#### Acculturation

- Strengths and challenges faced by immigrant children
- Cultural identity
- Immigration and refugee families
- The impact of the law on young children
- Transgenerational immigration experiences
- Events during migration (e.g., parental separation, hunger)
- Transgenerational acculturation differences
- Discrimination experiences
- Integrating Cultural Values

### ECE 419 Parent Incarceration and Its Impact 3 UNITS

This course will prepare graduate level students to understand and implement developmentally appropriate teaching techniques to help children whose parent(s) may be incarcerated. To understand the impact of the incarceration process on children students will learn to understand separately the effects of the arrest and incarceration of a parent on a child. The student will explore the effects of the separation of the child from the parent and of the parent's absence in the child's life for a short or long term. Topics will include:

- The effects of incarceration on infants and young children
- Does gender play a role in a parent's incarceration?
- What are the effects of incarceration on young boys and on young girls?
- Do living arrangements play a role in such conditions??
- The impact of custodial care during parental incarceration
- How can we teach children about personal safety?
- Child visitation

## **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.

#### ED 320 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 Student 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 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 Student 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. (Prerequisite: ED 320)

#### ED 322 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 Student 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. (Prerequisite: ED 321)

#### ED 330 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.

#### ED 331 English Learner Methodologies for A Diverse Classroom 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. TPA 1 is introduced here in ED 531.  
(Prerequisite: ED 330)

#### ED 348 Cognitive Development and Mathematics 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.

#### 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.

#### 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.

#### ED 372 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. Students will use the state content standards for teaching Physical Education and Health to develop lesson plans. Students will also examine issues and responsibilities involving class rules and procedures, safety, and bullying, as well as legal and practical issues pertaining to child abuse. The completion of this course satisfies the CA state requirement in health education for the multiple subject and educational specialist credential applicants. Infant, Child and Adult CPR Certification will also be completed at this time.

#### ED 378 Teacher As Leader 2 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 OR SPED391.

#### ED 379 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 394 OR SPED 392. 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. (Prerequisite: ED 378)

#### ED 393 Student 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 Analyst upon completion of the Student Teaching Orientation. As indicated in the Student 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 Student 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.

#### ED 394 Student Teaching II 3 UNITS

In the second half of the Student 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. (Prerequisite: ED 393)

### **Bachelor Level Special Education Courses**

#### SPED 315 Transition and Career Planning 3 UNITS

This course will prepare candidates to focus on the different learning rates of students with disabilities across the lifespan. Through the understanding of student lifespan transitions, candidates will learn the unique learning needs of students with mild/moderate disabilities. Candidates will understand the role of self-determination, transitions, alternative assessments, and social skills. The course will provide opportunities for candidates to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate ITPs in order to improve outcomes for students with disabilities. (Prerequisite: SPED 331)

#### SPED 331 The Student 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 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



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). (Prerequisite: SPED 331)

**SPED 391 Student Teaching Placement I 3 UNITS**

This first of two Student 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. Must be taken with ED 378.

**SPED 392 Student Teaching Placement II 3 UNITS**

In this second Student 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. Must be taken with ED 379. (Prerequisite: SPED 391)

**SPED 442 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. (Prerequisite: SPED 331)

**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.

**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.

**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.

**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.

**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.

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.

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

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.

**ECE 660 Action Research Project 3 UNITS**

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.

**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.

**ECE 652 - Separation, Deployment Trauma and Early Development 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.

**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.

**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.

#### 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.

#### 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.

### **Master Level Education Courses**

#### ED 505 Advanced 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.

#### ED 507 Theories of Development for all Learners 3 UNITS

This course examines the processes and theories of development and learning. The course explores pertinent psychological principles and theories, problems of learning and of learning processes, the nature and development of cognition, individual differences, and motivation. Additionally, candidates will examine the cognitive, linguistic, personal, social, emotional, and moral development of individuals with and without disabilities. Strategies are presented on ways to construct successful learning environments in K-12 classrooms, enhance the motivations of students with and without disabilities, manage classroom learning activities, assess student development, and integrate

technology supports teaching and learning.

**ED 520 Advanced 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 Student 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 Advanced 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 Student 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. (Prerequisite: ED 520)

**ED 522 Advanced 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 Student 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. (Prerequisite: ED 521)

#### ED 530 Advanced 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 Advanced English Learner Methodologies in a Diverse Classroom 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. TPA 1 is introduced here in ED 531. (Prerequisite: ED 530)

#### ED 548 Advanced Cognitive Development and Mathematics 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.

#### ED 555 Advanced 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.

#### ED 560 Advanced 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. This course includes intentional practice of classroom management, active and equitable participation for

culturally, ethnically, linguistically and academically diverse learners, lesson planning, and formative assessment to differentiate instruction for all learners. Modifications for diverse learners and learners with exceptionalities are researched.

#### ED 572 Advanced 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.

#### ED 578 Advanced 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 ED 593 OR SPED 591.

#### ED 579 Advanced 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. (Prerequisite: ED 578)

#### ED 593 Student 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 Analyst upon completion of the Student Teaching Orientation. As indicated in the Student 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 Student 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.

#### ED 594 Student Teaching II 3 UNITS

In the second half of the Student 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. (Prerequisite: ED 593)

#### 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.

**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.

**SPED 529 Advanced Studies of Transition and Career Planning 3 UNITS**

This course will address various current issues adolescents with special needs face, including physical, emotional, and social change and development. The course content will focus on the concept of transition as a life-long process with emphasis on advanced content topics including: theoretical perspectives and conceptual methods, quality of life, family issues, person-centered planning, and self-determination. Also, candidates will learn how to conduct appropriate formal and information transition assessments and incorporate assessment results into ITP planning through collaboration with other educational and community agencies involved in the transition process. (Prerequisite: SPED 531)

**SPED 531 Advanced Studies of the Student 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. 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. (Prerequisite for all further SPED courses.)

#### SPED 541 Advanced Studies of 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. (Prerequisite: SPED 531)

#### SPED 551 Advanced Studies of 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.

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. (Prerequisite: SPED 531)

#### SPED 561 Advanced Studies of Instructing 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). (Prerequisite: SPED 531)

#### SPED 562 Advanced Studies of Assessment Methods in Special Education 3 UNITS

This course provides candidates with advanced knowledge of current best practices in assessment in special education, with knowledge and practice in administering a standardized assessment as well as curriculum based assessments. Current and advanced issues in assessment such as assessing students from diverse backgrounds and response to intervention (RTI) will be discussed. Candidates

will learn how to design comprehensive assessment strategies that are integrated into instruction and state curriculum standards, to monitor student performance, and to critically analyze instruction. (Prerequisite: SPED 531)

SPED 591 Advanced Studies of Student Teaching Placement I      3 UNITS

This first of two Student 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.

SPED 592 Advanced Studies of Student Teaching Placement and II  
3 UNITS

In this second Student 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.

SPED 642 Advanced Studies of 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.



55 Eureka Street  
Pasadena, CA 91103



**PACIFIC OAKS COLLEGE IS ACCREDITED BY THE WESTERN ASSOCIATION OF SCHOOLS & COLLEGES SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC).**

Information contained in this catalog is subject to change without notice. This catalog does not constitute a contract, express or implied, between any applicant, student, or faculty member and Pacific Oaks College.

Copyright © 2015 Pacific Oaks College. All rights reserved. No part of this publication may be reproduced by any means, electronic or mechanical, including photocopying, without prior written permission from Pacific Oaks College. Requests should be made in writing to Pacific Oaks College.